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AUTHOR Williams, Polly Franklin
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ABSTRACT

From 1971 through 1973, a federally-supported project, Project Upswing, tried to help children with minimal learning difficulties to function better and more independently in school. Upswing was conducted by a volunteer staff from the local university schools of education and the public school system. Half of the children were tutored and half were treated as a comparison group. Tutors planned their own activities, without a prescribed program, and the subsequent evaluation found that Upswing was effective and did help children to an important degree. This book discusses a training program for volunteers of the Upswing project based on an affirmative and humanistic approach. Twelve chapters discuss such topics as the perceived needs of volunteers, the importance of trust, the format for the evaluation of feedback, how volunteers should be recruited, who should be volunteers, the preferred materials for training, and the major goals of the program. Distinctions between the pilot project Upswing and the present project Upswing are also made in hopes that this book will be used as a catalyst for initiating similar volunteer programs. (TS)

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by Polly Franklin Williams

A Philosophical Approach FFor Volunteers

Project Upswing
The University of Mississippi
School of Education
University, Mississippi 38677

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Dedication

For the Upswing volunteers who gave unselfishly of themselves in time and devotion to enable a child to say "yes" to life by celebrating it with joy and affirmation.

The genius of Project Upswing does not lie in project design or findings or evaluation, but in human relationships which bridge the generation gap. What happened in Upswing is a demonstration of concerned caring by volunteers and teachers. Upswing is really the story of people. It is the story of a retired professor who decided to volunteer and became so interested in how children with minimal learning disabilities learn, that he devised a balance board to improve the coordination of his tutee. It is the story, multiplied over and over and over, of housewives whose own children have left home and now have the time and the love to give to someone else's children. It is the story of college students who want to give a first-grade child a better start in school. In essence, Upswing is the story of dedicated commitment which manifests itself in warm human relationships which stress what Martin Buber called the I-THOU relationship.

Upswing is also the story of successes and failures, but more importantly, it is the story of possibilities and potential: the possibility of schools all over the United States tapping the resources of volunteers and the potential which lies in the energies of lay volunteers who want to give their time to assist children to believe in themselves. The key word in Upswing is relationships. The relationships which existed between volunteers and Upswing staff members, the relationship between volunteers and teachers, the relationship which developed between Upswing directors and principals, but ultimately the relationship which developed between the tutor and the tutee.

The Upswing story is an exciting story because it brings together, on the one hand, the needs of first-grade children to learn to read and to form positive attitudes about themselves in relation to school and, on the other hand, the resources of volunteers who are willing to give the time to meet the needs of these children. The Upswing story is an exciting story because it is based on the

approach that failure can be prevented before it occurs through the early identification of first-grade children with potential learning problems and early intervention provided through the one-to-one tutoring of lay volunteers. The Upswing story is an exciting story because it provides a relatively inexpensive approach for identifying children with potential reading problems through in-service teachers' training and the inexpensive general treatment provided by the Upswing volunteer. Thus, it is believed that the early intervention and treatment can substantially reduce the number of failure-oriented children who would otherwise require retention in first grade or expensive remedial treatment at some time during their school experience.

As you read the project design, the evaluation, and the implementation plan, keep in mind that all of these are merely methods and techniques which are subordinate to the overriding concern of volunteers who gave unselfishly of their time to help a first-grade child get a better chance in school and ultimately in life.

The purpose of this book is to share with others what has been learned in the two-year pilot study called Project Upswing. The book is intended for use in metropolitan areas where successful volunteer programs have been in operation for years with the idea of expanding the volunteer program to include a special project for entering first-grade children. The book is also intended to be used as a catalyst for initiating a volunteer program for small schools in rural areas where no volunteer program has ever existed. The projected audience is the volunteer, the principal, the volunteer coordinator, and all persons interested in the phenomenon of volunteering.

Recognizing that uniquely complex situations exist in each school, the book is intended to serve as a stimulant and a guide for each city or school to initiate its own Upswing program which will reflect

the personalities and ingenuities of the locale. At the same time, however, the recommendations made in the book are based on extensive evaluations which were conducted in conjunction with Project Upswing in four distinct cities across the United States with the hope of passing on to others insights learned from the Upswing experience. I wish you serendipity in your adventures in volunteering.

Polly Franklin Williams
Oxford, Mississippi
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Acknowledgments

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_____, *Final Evaluation of Project Up-Swing's First Year* (December 1972), Technical Report No. 731.

B. Paramore, P. Plantec, and J. Hospodar, *Project Upswing after Two Years: An Evaluation* (December 1973), Technical Report No. 801.

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The underlying objective of this book is to provide a philosophical approach, a rationale for the volunteer which conveys to the tutee Paul Tillich's idea: "You are accepted," an attitude which totally embraces what Martin Buber described as the I-THOU relationship – between tutor and tutee, between volunteer tutor and teacher. Upswing's three Ts: Tutor + Teacher + Tutee emphasize the cooperative nature of the humanistic approach to tutoring the whole child. The Upswing logo symbolizes the outstretched arms of the volunteer – whose self-initiated action sounds a triumphant "yes" to life.

The Upswing contention is that one person – one volunteer – can make a profound, positive difference in the life of a child. A second contention, from the purely personal viewpoint of the volunteer, is that in the volunteer's search for meaning, to paraphrase Viktor Frankl, very few opportunities are more significant or more meaningful than the one offered in making it easier for a child to learn and to grow in self-realization.

Chapter 1

Introduction to Project Upswing

The Upswing Philosophy

The goal of Project Upswing is to prevent failure before it occurs through the early identification and remediation of the entering first-grade child who is experiencing a learning problem before the child decides that school is hard and that he is dumb. Through special training each teacher should be provided with the skills for recognizing children with learning problems. As soon as the teacher identifies the children who need individual attention, she knows that she can notify the volunteer coordinator to send Upswing volunteers to work at least two hours a week with each child whom the teacher perceives as needing individualized tutoring. This concept is built on the very practical realization that every first-grade teacher needs to be five people at once in order to give adequate individualized help to her students. Unfortunately, the teacher is place-bound and time-bound; however, through the auxiliary assistance of Upswing volunteers the identified children can receive one-to-one understanding and tutoring.

The Upswing philosophy is primarily based on the following beliefs:

1. Every child is important.
2. Every child can learn to read.
3. Preventing failure is the key to the establishment of a healthy attitude toward learning and toward school.
4. The teacher can be trained to identify children with potential learning difficulties.
5. The teacher should be given the responsibility for recommending children to be tutored in Project Upswing.
6. The teacher is the logical person to describe to the tutor the needs of the tutee.
7. The cooperative effort between the teacher and the tutee is an important step in facilitating the tutee to reach maximum development.
8. Learning should be a pleasure.
9. The first grade should be an enjoyable experience.
10. Repeated failure is harmful to a child's self-confidence.

11. The mirrored effect of failure can quickly damage the self-esteem of an entering first-grade child.
12. The children who enter first grade with a lack of basic experiences should be placed with a volunteer to supply some basic experiences.
13. The volunteer will be guided by the suggestions of the teacher, but the volunteer will also supply personal innovative ideas.
14. Each volunteer has the potential ability and understanding to positively influence the growth and development of a first-grade child.
15. Materials, methods, and techniques are subordinate to the fundamental interested concern which the volunteer's presence manifests.
16. The primary responsibility for teaching reading rests with the teacher which frees the volunteer to be an auxiliary or supplementary helper in the learning-to-read process.
17. The volunteer should express in every way possible his or her positive belief that the child is accepted.
18. The sense of high expectation and acceptance is a hallmark of the Upswing program.

The Needs of Upswing Tutees

Closely related to the Upswing philosophy are certain assumptions which are held about the needs of first-grade children. The Upswing tutor is asked to give particular attention to certain needs of first-grade children which are as follows:

1. The overriding need of children in general, but especially first-graders, to be loved and to be understood;
2. the need to feel approval, especially from an adult;
3. the need for tutors to allow tutees to acknowledge their anxieties and self-doubts;
4. the need for warmth and security;
5. the need for continuous reassurance with the safety of being able to fail without fear of embarrassment;
6. the need to be valued as a person of dignity regardless of success related to traditional academic skills;
7. the need for honest and genuine recognition;

8. the need to express frustration;
9. the need for experimentation in a non-threatening environment;
10. the need to feel sure of themselves;
11. the need to be listened to verbally, emotionally, and understandingly.

One Tutor + One Teacher + One Tutee

The teamwork between the teacher and the tutor is the key to meeting the specific needs of each child. The unique Upswing philosophy is that one tutor plus one teacher plus one tutee equals 100 per cent because everybody in the class benefits. The teacher is highly motivated to help every child reach his or her maximum capacity of functioning because she knows that she can call upon interested Upswing volunteers who are prepared to help. The Upswing plan is a tremendous boost to the teacher's morale. The parents of the tutee who is receiving the individual attention of a tutor are also encouraged. The tutor's attention says to the parent that the teacher and the school administrators think my child is important enough to enlist the services of a volunteer to work individually with my child and the volunteer cares enough to give valuable time to teach my child. The demonstrated effort which says that every child is important is contagious. The atmosphere of the first-grade learning environment becomes alive with the potential for every child in the room to learn and to develop fully as a whole person.

The Upswing philosophy is based on the belief that children, teachers, and the total school environment thrives on success and positive attention, but that failure does great harm to a child's self-esteem and is discouraging to the teacher. The teacher identifies the child who is beginning to experience failure in task after task before the child is entrenched in a pattern of failure and assumes negative attitudes.

Positive Expectations for Upswing Tutees

The unrealistic expectation is that Project Upswing will teach every child to read. It would be wonderful if Upswing could guarantee that every child will learn to read, but

Upswing does not make such a promise. The research on Upswing tutoring does indicate, however, that certain expectations can reasonably be anticipated from the volunteer-tutee relationship. Some of these expectations are as follows:

1. The very presence of a volunteer says to the child, "I must be pretty important for this person to come and work with me!"
2. The child who is tutored will usually be eager to please the volunteer and will make an extra effort.
3. The child will enjoy the learning experience and thereby form the attitude that learning does have pleasurable effects.
4. Instructional activities which the tutee does not understand in the group setting of the classroom will be broken down and the tutee will be encouraged to ask questions.
5. Even though the child may not learn to read, the tutee's attitude about learning and about school in general will be improved.
6. The child's self-concept will develop in a more positive, healthy direction because of the tutor's individual attention.
7. The child's oral language ability will improve.
8. The child's vocabulary will improve.
9. The child's range of basic experiences will be enhanced.
10. The child's attitude toward adults will be improved.
11. The child will gradually learn to work for an extended period of time for anticipated goals or rewards.
12. The child will develop more creativity, such as dictating stories and illustrating experiences through describing them verbally and artistically.
13. Learning will be viewed more as a matter of developing at one's own rate of growth rather than as a form of competing with other children in the regular classroom.

Environmental Improvements Brought about by Upswing

The careful evaluation of Project Upswing during its two-year pilot study has shown that environmental changes brought about by the existence of the Upswing Project in the school were perceived by teachers, pu-

pils, and administrators as a form of recognition and special attention. Under the magnification of this added interest a kind of *esprit de corps* developed. All participants were motivated to cooperate with each other for the individual growth of each child. These concerted efforts influenced all children in the first-grade room. When a volunteer, a teacher, and an Upswing staff member directed their combined attention to the improvement of specific learning abilities of designated first-grade children, the result was that in the second year of Upswing, the tutored children and most of the control children made significant improvements. The positive attention generated by the program improved the morale of the school and increased the effectiveness of the trained Upswing teachers. The efforts of the volunteers and staff apparently conveyed to the teachers the idea that the first grade was crucial in its influence on reading skills and self-esteem. Thus the project served as an environmental stimulant.

Project Upswing brought the teachers into contact with new ideas and new people, such as interaction with university faculty associated with Upswing which resulted in positive growth. The attention itself was apparently perceived as saying," What you are doing is of national significance." The volunteers looked up to the teachers, and the project staff members respected the judgments of the teachers and prized their responsibility.

Volunteers as Ambassadors of Goodwill for the Schools

The ultimate value which is derived from the involvement of community volunteers is impossible to estimate. The goodwill generated by lay volunteers who become immersed in the on-going development of a school volunteer program has possibilities which are unlimited. These volunteers become the goodwill ambassadors of the school. They consider themselves partners in the building of a better school system and the enrichment of every child in the school program. They can be relied upon

to help in the overall public relations job of positive community-school relations. They are often the prime movers in the passage of needed bond issues. They are often the nucleus needed to influence state legislatures in promoting improved legislation for schools.

Changed Lives Resulting from Upswing Relationships

Individual volunteers become the catalysts for help to individual children and for needed improvements in the school system as a whole. A few examples from the two-year pilot program of Project Upswing serve as illustrations. One superintendent stated that he was unaware of the need for a school social worker in his school until his wife became an active Upswing volunteer and came to know personally the needs of her tutees through the one-to-one relationship. The superintendent subsequently hired a school social worker. Another volunteer discovered that the child with whom she was working had a hearing loss which had not been detected in the regular hearing screening provided by the school. The volunteer's special interests in the child brought about correction for this hearing impairment which resulted in a noticeable change in the attitude of the tutee. This tutee was developing a serious emotional problem because of the undetected hearing problem, but through the intervention of the Upswing volunteer, the hearing loss was detected and corrected. Another volunteer observed an eye problem of a tutee which was brought to the attention of the school social worker and the family. Through the perseverance of the volunteer the child was examined by an eye specialist and subsequently received treatment for the problem, which in the opinion of the opthalmologist would have been a serious lifetime problem had the medical intervention not taken place at the crucial time. These examples represent but a fraction of the hundreds of changed lives which resulted from the one-to-one relationships of Project Upswing volunteers and children. These examples are cited because of the unusual benefit to children which was in addition to the pri-

mary purpose of assisting the teacher in teaching a child to read. How can the importance of helping a first-grader learn to read, to love learning, and to be self-confident ever be fully measured or evaluated?

Chapter 2

Background on Project Upswing

Introduction

In the summer of 1971, a unique volunteer research study called Project Upswing was launched in Denver, San Francisco, St. Louis and Oxford, Mississippi. The initial task was to recruit a minimum of 400 volunteers from all walks of life – senior citizens, high-school students, housewives retired executives, college students, and parents – who would give two to three hours a week of individual tutoring to a first-grade child. The project was sponsored by a two-year grant from the Department of Health, Education, and Welfare, U.S. Office of Education, Bureau of Educational Personnel Development. The idea for the project was originally conceived under the auspices of Volunteers in Education, directed by Grace E. Watson. The Office of Education had established the Office of Volunteers in Education to coordinate the federal input into voluntary activities related to education.

Cooperative Nature of the Project

The project was a cooperative effort involving (1) the school systems in each of the four cities, (2) the local school volunteer organization – if one existed, and (3) the University of Denver, Denver; University of Missouri, St. Louis; California State University, San Francisco; and the University of Mississippi, Oxford. The Office of Education awarded the grants to the department of special education in each of the four universities with the responsibility for directing the project.

Independent Evaluation

Motivated by the goal of providing preventive and corrective help to first-grade school children experiencing learning difficulties, Project Upswing was to determine whether or not volunteers can effectively improve the learning performance of children perceived by their teachers as needing one-to-one tutoring. Further, the evaluators of the research-oriented project were also seeking to determine whether or not volunteers receiving 40 hours of preservice and inservice training would substantially influence the reading abilities of the tutored children over volunteers who received only a mini-

mum three-hour orientation to the school and project.

In order to measure the effectiveness of the project, Operations Research, Inc., (ORI), a Leasco consulting company of Silver Spring, Maryland, conducted an independent two-year evaluation under a contract from the Bureau of Education for the Handicapped, Division of Research, U.S. Office of Education.

Basic Questions Asked in the Pilot Study

Specifically, the planners of the project were looking for the answers to the following questions:

1. Do first-grade children who receive individual tutoring make more reading progress than children who receive no tutoring? Or simply, does tutoring make a difference?
2. Does tutoring by volunteers make any differences in areas other than reading?
3. Does a 40-hour training program improve the effectiveness of volunteers in enabling children to improve their reading scores? Or simply, does training the tutors make a difference? Or, do the untrained volunteers accomplish as much as the trained volunteers?
4. Can teachers with minimal training in the use of diagnostic checklists identify children with learning problems?
5. Does the tutoring given in first grade have lasting effects through the following year of school?
6. Is the Upswing volunteer model a feasible method of helping a significant number of first-grade children achieve at a passing performance level?

Rationale for Project Upswing

The controlling principles underlying Project Upswing are based on the following convictions:

1. Reading is an essential skill.
2. The first grade is a crucial year in learning to read.
3. The first grade is a crucial time in forming positive attitudes – about school, about learning in general, and about reading in particular.

4. These attitudes greatly influence the self-confidence and self-concept of the child.
5. If a child's efforts bring repeated frustration and failure, the child is very likely to form a negative attitude toward school, toward learning, toward reading, and toward self.
6. First-grade teachers are aware of the need to provide individualized instruction, but are unable to give the continuous one-to-one teaching and attention which is needed, because they do not have the time or the opportunity to work regularly with several children in a private setting for an uninterrupted period.
7. The Upswing conception is that of volunteers serving as the extended arm of the first-grade teacher reaching out to assist the children whom the teacher recognizes as needing individual understanding and personalized tutorial help.
8. The teacher and the volunteer work together to meet the needs of the entering first-grade child as soon after the beginning of school as possible to provide opportunities for the child to form a positive concept about school, about learning, about reading, and about self.
9. Thus, Upswing is a plan to prevent failure before it occurs through early identification by the teacher of the child who needs individualized instruction and attention which are supplied by volunteers who come to the school and work with the child two or three hours each week.

Upswing Goals for the First Year

The overall goals of the project for 1971-72 were as follows:

1. Identification of children with potential learning problems after two months of first grade based on each teacher's observations.
2. Selection and training of one-half of the volunteers to work with the identified children.
3. Development of prescriptive learning programs related to each child's learning problem.
4. Provision of one-to-one volunteer tutoring during the remainder of the school year.
5. Enhancement of the child's self-concept

through special experiences of a success-oriented nature with a tutor.
6. Evaluation of the changes in the child's specific behavior as related to learning problems.

Project Design

The operational pattern for each of the cities was as follows:

I. Identification of school, volunteers, and pupils

A. *Schools.* Prior to the beginning of the project, target schools were selected by the school district. These schools reflected the racial, ethnic, and economic composition of the city.

B. *Volunteer selection and recruitment.* In each city a minimum of 100 volunteers were selected. These volunteers included housewives, senior citizens, and college students. Once recruited, 50 volunteers were selected for the trained volunteer group; the other 50 volunteers received only a three-to-five hour orientation and were assigned to the untrained volunteer group.

C. *Pupil identification and referral.* During the first two months of their first grade year, 150 pupils in each city were identified for participation in the project. Once identified, pupils were placed in one of three groups on a random basis as follows:
1. Control – identification, no volunteer assistance
2. $Test_1$ – identification, untrained volunteer assistance
3. $Test_2$ – identification, trained volunteer assistance

II. Training Components

Training for participation in Project Upswing was given to volunteers, teachers, and parents.

A. *Volunteers.* Participated in a training program designed and administered by the local university in conjunction with the school district. Such training included 30 hours of pre-tutoring training in the following areas:
1. Orientation to the project and to the public schools
2. Background information of child development

3. Use of diagnostic instruments
4. Approaches to treatment
5. Techniques and use of materials for correction

Additionally, volunteers received 10 hours of training and counseling during the tutoring phase of the project.

B. *Teachers.* Received two hours of training in methods of using the diagnostic instruments, the remedial materials, and in working with volunteers.
C. *Parents.* Were offered a minimum of two hours training in techniques to be used in the home to supplement the activities of the classroom and of the volunteers.

III. Tutoring

Following the training phase of the project, both trained and untrained volunteers spent the remainder of the school year tutoring Upswing pupils. Techniques and materials included the following:

A. Life experience stories
B. Peabody Language Development Kits
C. DISTAR materials
D. Other materials selected for use by individual cities

Each child in Test Group$_1$ and Test Group$_2$ received approximately two hours of tutoring a week.

Administration of Tests

After children were identified, they were given the following battery of tests:

1. Slossen Intelligence Measure
2. The Metropolitan Primer
3. The Wide-Range Achievement Test, Level I, Reading
4. Beery-Buktenica Developmental Test of Visual-Motor Integration

At the conclusion of the school year, the identified children were given the same battery of tests with the substitution of the Metropolitan Primary for the Metropolitan Primer.

Upswing Goals for the Second Year

The overall objectives for the second year's operation, 1972-73, were as follows:

1. To continue the study of the effect of volunteer intervention in the first grade on children with minimal learning difficulties.
2. To study various patterns of training volunteers to assist these children
3. To follow children tutored in the first year of the project through the second-grade experience to measure the longitudinal effect of first-grade tutoring
4. To verify the effect of tutoring on tested reading skill found in the initial evaluation
5. To obtain a more reliable measure of children's self-esteem and test the effect of tutoring on self-esteem
6. To determine if children's visual-motor integration skills would improve under tutoring if tutors specifically directed part of their work with children to that goal.

Project Design

There were two major changes in project design for 1972-73, which were as follows:

1. All volunteers participating in the project were to have received training; a minimum of 30 hours' training was to be given.
2. All teachers participating in the program were to have received a minimum of 10 hours' orientation and training.

The justification for revising these project objectives was as follows:

1. It was felt that training was necessary, particularly in the larger cities, in order to maintain a continuing direct relationship with volunteers.
2. It was felt that teachers could better utilize volunteer aid if they received training in how to work with volunteers and also in how to better identify pupils who needed individual tutoring.

Project Operation

The operational pattern for each city was as follows:

1. A minimum of 100 new first-grade children in each city were identified and randomly

assigned to two groups of equal number.
2. One group received tutoring; the other group served as the control group for the second year.
3. A minimum of 50 volunteers in each city were recruited and trained for the second year of the project.

Identification of Upswing Children

Children were identified by their teachers as Upswing participants. The teachers' evaluations of children included the utilization of the following instrument:

Cegelka Academic Readiness Evaluation (CARE)

This readiness inventory, used to assist in the evaluation of learning difficulties, contains the following categories:

1. Visual-perceptual-motor behavior
2. Auditory perception
3. Language and speech
4. Writing and spelling, reading, and mathematics skills which go beyond readiness

The inventory was to assist teachers in structuring their observation skills in identifying and evaluating traditional readiness skills.

Administration of Tests

After the children were identified by their teachers and evaluated by the teachers on CARE, a pretest battery was administered which included the following instruments:

1. The Wide-Range Achievement Test (WRAT), Level I, Reading
2. Early Childhood Esteem Inventory ("Funny Faces Game")
3. Beery-Buktenica Test of Visual-Motor Integration (VMI)
4. Test of Basic Experiences (TOBE), Level I, General Concepts

The same battery was administered at the end of the tutoring period.

Gains in Reading Scores in the First and Second Year	First year	During the first year of the project the tutored children progressed from below average or borderline range at the beginning of the school year to the average range by the end of the school year. The children who received tutoring either by the trained or the untrained group of volunteers gained 3.5 more points in mean increase in standard score as measured by Level I — Reading of the Wide Range Achievement Test (WRAT) than did the control group of children who received no tutoring. The gain was real statistically, the difference could not have occurred by chance.
	Second year	In the second year of the project, the tutored children in all cities made significant progress in reading, about 8 points. The control group children in all cities except St. Louis obtained mean change scores slightly higher than the tutored children. The gains of the control children are attributed to the following factors: (1) the incentive and attention brought about by the permeation of Project Upswing in the schools, (2) the training of teachers, and (3) the teachers' awareness of the children who were selected for the control group.
	Significance of teacher training	ORI evaluators' conclusion was that the data indicate that the training of teachers made the difference for the gain in the control group children in all cities except St. Louis. In St. Louis no formal training and minimal orientation were offered for teachers. The project was judged by ORI evaluators to be much more like the original design of the first year. The control children in St. Louis made a minimal mean gain of just under 3 points, slightly less than the mean gain made by all control children in the first year of Upswing which was 4 points and slightly more than the mean gain made by the St. Louis control group children in the first year which was 1 point. Thus, no treatment effect among the St. Louis control group children was evident according to ORI evaluators. By comparison, the control group children in the other three cities obtained mean change scores slightly higher than the

tutored children obtained.

Biased selection

ORI evaluators also noted that the control group children made higher scores on the reading test both at the beginning and end of the project, which suggests that children were *not* necessarily assigned to groups randomly in the second year. ORI evaluators suggest that it appears that project staff must have been influenced to give tutors to children who demonstrated the greatest problems. Finally, the evaluators suggest that a kind of "treatment" effect of a positive nature influenced the control children.

Interpretation of gains by control and tutored groups in the second year

The conclusions which ORI evaluators drew from the effects of children in the second year were that there was more substantial progress made by children in the second year of Upswing than in the first. However, ORI evaluators suggested that the children's progress in the second year was not necessarily attributable to tutoring alone. Both the tutored and the untutored groups of children developed significantly in reading, in self-esteem, and in basic experience. Thus, ORI makes the very significant observation that the impact of the second year of Upswing was due more to the pervasive presence of the overall program which went beyond but included the tutoring feature of the program. The Upswing presence in the school was believed to have altered the school environment in a manner which benefited both tutored and control children.

ORI evaluators give the following explanation for this phenomenon:

1. During the first year of Project Upswing, the program was given minimum backing, recognition, and publicity.
2. During the first year, teachers were offered a very limited orientation session which many did not attend.
3. During the first year, teachers expressed confusion concerning their roles and organization of the project.
4. During the first year, in the majority of the schools there was no Upswing liaison per-

sonnel working regularly and directly in the schools.

5. During the first year, the overall project lacked leadership in the physical presence of Upswing personnel in each individual school building.
6. During the first year, teachers were given only broad guidelines for selection of Upswing children; average I.Q. and perceived minimal learning difficulties.
7. During the first year, teachers generally did not know which children were in the Upswing control group, but they did know the children receiving tutoring.

The Year Following Upswing Tutoring

The follow-up data show that the children who were tested the year after they received Upswing training tended to maintain their age-adjusted standard scores in reading. That is, they continued to acquire reading skills at the rate they had established by the end of the first year of Upswing. The ORI evaluators concluded that the general trend for children to hold their own in the year after tutoring indicates that the benefits of Upswing tutoring may well be stable.

Self-Esteem

The overall pattern of the Upswing data suggests that significant improvement in self-esteem will occur with personal attention from someone whom the child perceives as important in the given environment – be it volunteer tutor or teacher. It is important that the person giving the individualized attention demonstrate a belief in the child's capacities and that the volunteer or teacher prize the tutee whatever his accomplishments may be. The improvement in self-esteem may or may not be accompanied by improvement in reading skills.

Visual-Motor Skills

Judging from the content of reading readiness inventories, it appears that visual-motor integration skills are commonly considered essential in the development of reading skills. In the two years of Upswing's study, very little support for this belief was found.

Test of Basic Experiences

The individual attention provided by a volunteer appeared to override the initial defi-

	cit in the test of basic experiences. The children made unexpected gains on the TOBE.
Remedial Reading	The ORI evaluators contend that tutoring could be an effective substitute for remedial reading. The Upswing data show that tutored children averaged about as much gain in reading test standard scores as children achieved who had received remedial reading. Children who had both an Upswing tutor and participated in remedial reading averaged no more gain than those who had either one or the other. In fact, there was a suggestion that having both a tutor and remedial reading instruction might have detrimental effects. Although the results are not conclusive, they suggest that Upswing-type tutoring is as effective as remedial reading.
Project Upswing's Presence	It appears that being identified with a well-defined special project, such as Upswing, makes a positive, significant difference in the kind of attention given children.
First-Grade Retention	Children who were retained in the first grade retrogressed in reading during the follow-up year. The retention of a child had a definite negative effect on the child's reading skills. The ORI evaluation team judged that the reading losses were possibly attributable to lower teacher expectations, to insufficient challenge of the reading material, and to the influence of classmates' reading level. ORI evaluators further theorized that it seemed reasonable that children may have also lost skills in areas other than reading.
Cost Effectiveness	ORI evaluators concluded that in comparison with expensive alternatives such as repeating a grade or remedial reading, that the Upswing model is a good investment for most communities. It is judged exceptionally practical and beneficial in areas that are sparsely populated and inadequately served by diagnostic centers. An Upswing program offers these communities in-service training in identification of children with potential problems for teachers and

remediation services through trained volunteers that could be as effective as a professionally staffed center for a fraction of the cost. Further, it has been proven that an Upswing program works in the complexities of a metropolitan school system, but it does require reasonably sophisticated management. Thus, ORI evaluators' final estimate is that Upswing is probably a far more cost-effective method for prevention of reading failure than the present method of providing remedial reading programs and/or repeating a grade.

Critical Number of Hours Has Positive Influence on Tutoring

As has been previously stated the amount of tutoring which children received had a positive effect on their reading gain. The actual amount of tutoring time which tutees received varied from four to 50 hours. Approximately half of the children were tutored from 20 to 24 hours, which may be the critical number of hours for influencing reading skills. The children who received less than 20 to 24 hours of tutoring gained only from one to two points (mean) on the post-tutoring Wide Range Achievement Test. Significantly, the amount of gain from the 20 to 24 hours of tutoring jumped to a mean gain of nine points and remained at approximately the same level regardless of additional hours of tutoring.

Training Did Not Influence Volunteer Effectiveness in the First Year of Upswing

The children tutored by the untrained group of volunteers who received only a three-to-five-hour orientation scored statistically the same on the tests as did the children who were tutored by the trained volunteer group who had received 40 hours of training. The volunteers indicated that they had received significant personal satisfaction from participation in the program. They further indicated a desire to continue tutoring and to continue Upswing-like programs. For a complete discussion of the evaluation of training see *Part II: To Train or Not to Train* and the chapter entitled "Operation Preparation: Volunteers' Orientation and Guide to Training."

The majority of teachers stated that they

preferred to work with trained volunteers because they thought that the untrained volunteer would require more supervision than the trained volunteers. Further, the teachers did not object to the consultative role but strongly resisted the role of completely supervising the activity of the volunteer. The teachers wanted to be informed about what was going on, were happy to discuss pupils' needs, and wanted tutorial sessions devoted to activities which they felt the child needed.

Sixty per cent of the teachers who returned evaluation questionnaires said that they had had no training in child development other than the training received through Project Upswing which was provided in the second year of the project. The teachers who participated in the program said that they received beneficial rewards from the in-service training and from association with volunteers and staff members. For a further discussion of teacher training see the chapter entitled "Operation Teacher Training."

Summary Answers to to Basic Questions Asked in the Pilot Study

1. Does tutoring make a difference? Yes, first-grade children who received individual tutoring during the first year made significantly more reading progress than children who received no tutoring. In the second year, both the tutored and control group children made significant progress, judged to be due to the permeation of the Upswing influence.
2. Tutoring by volunteers made a difference in areas other than reading – particularly in the areas of self-esteem, oral language development skills, and in the development of basic experiences.
3. Does a 40-hour training program improve the effectiveness of volunteers in enabling children to improve their reading scores? Or simply, does training the tutors make a difference? The answer is a qualified no. In the first year the untrained volunteers were able to accomplish the same results on children's reading test scores as the trained volunteers, but in order to insure a philosophical understanding of the program and to give volunteers the confidence which

comes through preparation a thorough orientation and limited training in the form of guides to tutoring are recommended in the place of formal training.

4. Can teachers with minimal training in the use of diagnostic checklists identify children with learning problems? Yes, the teachers proved to be competent in the identification of children with learning problems. Further, the training of teachers proved to have a beneficial effect which positively influenced the growth of control group children.
5. Does the tutoring given in first grade have lasting effects through the following year of school? Yes, the tutored children tended to maintain their age-adjusted standard scores in reading and continued to acquire reading skills at the rate they had established by the end of the first year of Upswing.
6. Is the Upswing volunteer model a feasible method of helping a significant number of first-grade children achieve at a passing performance level? Yes, the Upswing model is judged to have unlimited possibilities for metropolitan areas with existing volunteer programs and for small towns, for rural communities, for college related towns, and for schools in which no previous volunteer program has operated.

Chapter 4

Volunteer Training during the First Year of Project Upswing

One of the major issues which the first-year pilot study of Project Upswing focused on was the training of volunteers. Specifically, the evaluators were seeking an answer to the question: Does a training program for volunteers improve their effectiveness as tutors?

Research Design for Volunteer Training

In order to determine the answer, a research design was developed which called for 100 volunteers to be recruited in each city. These volunteers were then assigned either randomly or by volunteer preference (1) to the group of trained volunteers or (2) to the group of untrained volunteers. Each group contained 50 volunteers. The trained group of volunteers received a total of 40 hours of preservice and inservice instruction. The untrained group of volunteers received no formal instruction beyond a three-to-five-hour orientation to the Upswing program and the school policy.

All of the trained volunteers participated in a training program designed and administered by the local university in conjunction with the established school volunteer organization if one existed. The training included 30 hours of pre-tutoring training in the following areas: (1) orientation to the project and to the public schools, (2) background information of child development, (3) use of diagnostic instruments, (4) approaches to treatment, and (5) techniques and use of materials for correction. Additionally, volunteers received 10 hours of training and counseling during the tutoring phase of the project.

Following the training phase of the project, both trained and untrained volunteers spent the remainder of the school year tutoring Upswing pupils. Techniques and materials included the following: (1) Peabody Language Development Kits, (2) DISTAR Reading I, (3) life experience stories, and (4) teacher supplied materials. A schedule outline of the suggested time allowance for training in particular topics is presented.

Guideline for Training Program and Curriculum Design

I. Training outline for volunteers

A. Orientation . . . . . 2 hours
B. Background information of child development. . . . . 3 hours
   1. Child development as related to reading
      (a) Knowing when and where to begin
      (b) Child experiences and language
   2. Broad objective for the first grade
   3. Normal achievement and language development
   4. Deviations from "normal" progress
   5. Goals for Upswing pupils
C. Diagnostic orientation . . . . . 1 hour
   1. Informal behavioral observations
   2. Discussion of frequently used diagnostic information
   3. Profile for a learning plan
D. Treatment . . . . . 22 hours
   1. Approaches . . . . . 4 hours
   2. Techniques . . . . . 14 hours
      (a) Peabody and DISTAR . . . . . 10 hours
      (b) Other materials . . . . . 4 hours
   (Other materials might include the Gutman Early Learning Materials, language experience stories and kinesthetic learning experiences.)
   3. Evaluation . . . . . 4 hours
E. In-service training . . . . . 12 hours

Total 40 hours

II. During the in-service training, additional and more specific information on techniques and on other supportive materials was recommended.

The precise method in which the specified training design was executed was left to the province of the project director in each city. Two of the cities' training program outlines are presented as examples of how the cities implemented the training programs.

Sample Training Programs as Implemented in Individual Cities

VOLUNTEER TRAINING PROGRAM
PROJECT UPSWING

Oxford, Mississippi

September 1971 – April 1972

September 27, 2 hours	Orientation to the project and to the public schools
September 30, 2 hours	Background information on child development
October 4, 2 hours	Film: "Maturational Lag and Specific Learning Difficulties," and Panel: First Grade Reading Curriculum by First Grade Teachers
October 6, 2 hours	Approaches to Learning
October 7, 2 hours	Use of Diagnostic Instruments and Interpreting Strengths and Weaknesses through Diagnostic Techniques
October 12, 2 hours	Diagnostic Aspects
October 14, 2 hours	Diagnostic Aspects
October 18, 2 hours	Use of Positive Reinforcement
October 19, 2 hours	Positive Reinforcement
October 20, 2 hours	Techniques and Use of Materials for Correction: DISTAR Reading I
October 25, 2 hours	DISTAR Reading I
October 27, 2 hours	DISTAR Reading I
November 1, 2 hours	DISTAR Reading I
November 3, 4 hours	Techniques and Use of Materials for Correction: Peabody Language Development Kits – Level P
December 2, 2 hours	In-Service Training and Counseling

January 10, 2 hours	Creative Approaches to Reading
February 8, 2 hours	In-Service Training and Counseling
March 4, 2 hours	In-Service Training and Counseling
April 16, 2 hours	Final Project Evaluation

VOLUNTEER TRAINING SESSIONS
PROJECT UPSWING

San Francisco, California

September 1971 — February 1972

September 21	Description of Project Upswing: Orientation to First Grade Classroom and Curriculum
September 28	Characteristics of the First Grade Learner and the Child with Minimal Learning Disabilities
October 12	Introduction to Teaching Material
October 19	Orientation for New Volunteers
October 26	Introduction to the Peabody Language Kit
November 2	Techniques in Teaching Initial Letter and Sound Teaching: Ways of Teaching Beginning Reading Skills
November 16	Techniques in Using Handwriting as a Learning Tool. How We Can Learn to Print Properly. How We Can Help Children to Use Writing as a Part of the Sound and Letter Learning Task.
December 7	Discussion of CARE Inventory Small Group Discussion Concerning Needs of Particular Children: I. For Children with Needs in Visual Motor Skills II. For Children with Needs in Speech and Auditory Language Skills

III. For Children with Needs in Beginning Reading and Spelling Skills

January 11	Finger and Hand Games: Movement Games for Learning Fun
January 25	Making Learning Games
February 8	Learning to Make More Learning Games
February 22	Understanding and Working with Social and Emotional Needs of Your Tutees

The Quality of Volunteer Training

The pitfall is to underestimate the quality and the breadth of the training conducted during the first year of Upswing. The training programs which trained volunteers participated in, as has been illustrated, were carefully conceived nationally, thoughtfully planned in each individual project, and executed with care. The individual who conducted each specific training session was a recognized expert in the field or a member of the local Upswing staff who was qualified to lead the session. In several instances the leader of the training session was of national reputation with original experience in developing the training materials being studied.

Findings and Implications Not Supporting Training	Training volunteers did not improve tutees' reading scores	In view of the emphasis on training, one of the most significant results of the first year's pre- and post-test data was that the tutees of volunteers who had received only a minimum three-hour orientation measured approximately the same on reading tests as the tutees who had been tutored by volunteers who had participated in 40 hours of training. Apparently the training did not cause volunteers to be more effective tutors in so far as improving the reading skills of the tutees was concerned. Further, the observations of the untrained group of volunteers of children's progress in specific areas related to reading were essentially the same as the observations of the trained group of volunteers.
	Cost factor of trained volunteers	An important consideration in planning a volunteer program is the minimal cost required for untrained volunteers. The cost of an untrained volunteer was minimal when compared with the cost of a trained volunteer.
	Volunteers prefer a variety of inexpensive materials	From the questionnaires and interviews it appears that the majority of volunteers did not make extensive use of either the DISTAR or the Peabody kits which was a major factor in planning training and a significant cost factor. The majority of volunteers indicated a preference for a greater variety of materials which were more unstructured in approach, such as (1) games, (2) library books, (3) self-made materials, and (4) art supplies.
	The need for guidance and support appears more important than training	Notwithstanding the quality of training, ORI evaluators reported that the kind of training given to the trained group of volunteers in the first year of Project Upswing did nothing to promote more effective tutoring. Further, ORI evaluators suggest that from the data one may conclude that training tutors is a waste. However, volunteers indicated a strong need for some form of guidance and support during the tutoring period. Thus, for future planning a decided shift from 40-hour training programs with emphasis on the use of prepackaged programs to a three-to-five-hour orientation and guide to tutoring with improved communi-

		cation and management practices is indicated.
Findings and Implications Supporting Training	Volunteers valued training	Both groups of volunteers – trained and untrained – said that they considered training to be important. This attitude is reflected by the fact that the untrained group of volunteers tended to have slightly less confidence in their ability to tutor than the trained volunteers, although the attitude did not actually influence the outcome.
	Teachers preferred trained volunteers	The teachers, as a group, also thought that the trained volunteers were more adequately prepared to work as tutors. Further, the teachers preferred to work with the trained group of volunteers partly because the teachers thought that the untrained volunteers would need more supervision and would be less able to function independently.
	Communication problems with untrained volunteers	The Upswing staff of San Francisco, St. Louis, and Denver experienced problems of maintaining adequate communications with the untrained group of volunteers. These problems were primarily due to the number of schools involved. Denver, for example, had 19 Upswing schools. Further, there was a need for additional personnel to maintain communication with each school's volunteers. The trained group of volunteers had the benefit of 40 hours of contact with Upswing staff and with each other, but once the untrained group was dispersed throughout each city, it operated relatively independently. The Upswing staff encountered problems of maintaining adequate communications with these volunteers. These problems were not the case in Oxford because only two schools were involved in the project and because of the small size of the Oxford-University community communication was not a problem.
	Higher attrition rate of untrained volunteers	Attrition among the untrained group of volunteers was 22 per cent higher than the trained group of volunteers. ORI evaluators suggested that the group of untrained volunteers felt less strongly committed to the project than trained volunteers. A second

reason for the higher drop-out rate among untrained volunteers was that the untrained group of volunteers lost interest or made other commitments during the rather long waiting period from recruitment to initiating of tutoring. Almost one-fourth of the total untrained group dropped out before tutoring began. This waiting period occurred while the trained group of volunteers received training. Additionally, the untrained group of volunteers contained a heavier concentration of college students who dropped out of the program second semester because of schedule changes.

Improved Program Recommendations Based on the Experiences of the First Year of Volunteer Training

1. Training should be shifted from pre-service to predominantly in-service, that is, after tutoring begins.
2. Training should be directly related to specific problem-solving techniques.
3. Generalized training should be refocused on specific needs as requested by volunteers.
4. Training should be geared to the use of a greater variety of inexpensive materials.
5. Training should not cover too much material to be absorbed in a short period of time.
6. Training should not be theoretical.
7. Training should also be made available on an individual basis whereby a volunteer could receive assistance in planning an individually prescriptive program for a tutee with the assistance of a project staff member.
8. The in-service training session should be held soon after tutoring begins to answer specific questions of volunteers.
9. The lines of communication should be kept open at all times between volunteers and Upswing staff.
10. Initiative should be taken by the Upswing staff to maintain communications.

Evaluation of the Effectiveness of Volunteer Training during the Second Year

Chapter 6

Rationale for Required Training the Second Year of Upswing

Thus, even though the 40 hours of training as given the first year made no difference in so far as children's test scores were concerned, the volunteers valued training and perceived themselves as better prepared to tutor with training. Further, the trained volunteers had more self-confidence, a greater sense of commitment to the program, and a lower rate of attrition. Additionally, the teachers preferred to work with trained volunteers and training contributed to keeping in touch with volunteers. The volunteers themselves and the ORI evaluators both agreed that training could be improved to be more relevant to the immediate needs of volunteers.

Volunteer Training during the Second Year of Project Upswing

All volunteers received training the second year of Upswing

Following the completion of the first year of Upswing, the decision was made that all volunteers should receive 40 hours of training during the second year of the pilot project.

In-service training and guidance

Most of the training for volunteers was scheduled after tutoring started to meet the need for specific instructional techniques and to work on problems which were actually encountered in tutoring. Each city provided continuing support to volunteers throughout the school year and each city's Upswing staff developed the training program deemed best to meet the needs of volunteers, with emphasis on individual guidance.

Improved management

During the second year of the project an Upswing staff member visited each school at least once a week, offering tutors advice, assistance, and reassurance. The Upswing staff member also checked with teachers and principals to better coordinate the program.

Example of Training Topics the Second Year of Upswing

The following example of one city's overview of topics for volunteer training for the second year of Upswing is given:

I. Orientation

A. Explanation of Project Upswing
B. Orientation to the school and curriculum

C. The professional manner – conduct, ethics, dress, confidentiality
D. Orientation to the first-grade child – normal development characteristics and needs
E. Orientation to the characteristics and needs of the children with minimal learning difficulties
F. Techniques for developing and maintaining a relationship with child and teacher

II. Base Training

A. Use of the Peabody Language Development Kit
B. Training in basic understanding of phonics (DISTAR materials)
C. Training in techniques to support classroom activities – use of classroom materials, Dolch games, language workbooks, flash cards, self-made materials, and other materials as requested
D. Training in organization of time: how to structure sessions, how to change activities, how to organize materials and environment
E. Training in techniques of positive reinforcement

III. Follow-up and individual guides

A. Problem-solving to meet individual needs
B. Development of prescriptive learning programs related to the child's learning problem

Recommendations for In-service Group Training in the Order of Importance as Suggested by Volunteers Who Participated in the Second Year of Project Upswing

1. Acquaint volunteers with a variety of materials and their specific uses appropriate for tutoring.
2 Acquaint volunteers with a variety of teaching techniques.
3. Teach the tutor how to meet the specific learning needs of pupils.
4. Acquaint the tutors with what to expect from tutees.
5. Help the volunteer to diagnose the tutee's specific learning needs.
6. Lend encouragement to the volunteers.
7. Provide techniques which will help with tutor-tutee relationships.
8. Give aids which will be helpful in the teacher-tutee relationship.
9. Give specific techniques to evaluate the tutee's progress.
10. Give specific helps in dealing with behavioral problems.

The Perceived Needs of Volunteers

The volunteers who participated in the second year of Project Upswing listed the following needs which they felt should be met in preparation for tutoring in order of importance:

1. discussion of tutoring ideas;
2. instruction in specialized teaching techniques;
3. assistance in planning lessons to cover specific learning problems;
4. sessions to observe classroom teachers with first-grade children;
5. discussion of current school reading programs;
6. meetings between volunteers and teachers to discuss role expectations.

Value of Individual Counseling

Approximately 75 per cent of the responding volunteers said that they valued individual help which they received from the Upswing staff. Another 43 per cent considered the individual help useful although not essential, while 32 per cent considered it very important. When asked whether or not individual help could have been made more effective, volunteers made the following suggestions, listed in order of importance:

1. in-service hints on suggested approaches for dealing with the child;
2. particularized assistance in understanding the behavior and attitudes of children;
3. discussion with the child's teacher about preferred techniques of instruction and about the child's progress;
4. additional individual instruction in reading techniques.

Group Training Versus Individual Counseling

Approximately half of the volunteers preferred not to make a choice between individual as opposed to group training. These volunteers viewed the two approaches as equally useful. About one-third of the volunteers preferred the group training to individual training. Approximately 27 per cent of the volunteers preferred individual training. ORI's evaluation team concluded that the specific training approach should be developed to suit the experience and the strengths of the key training individuals rather than to follow an externally prescribed course of training. Further, it appears that

individual contact or training with volunteers is necessary, but that it does not have to be the primary method of delivering training. The cost factor is an important consideration – individual training is very costly and time-consuming. The most advantageous feature of the individual contact is to solve problems, respond to specific questions, and to lend moral support rather than to give specified training. Finally, the ORI evaluators suggest that tutors tended to perceive group training and individual counseling as co-equal and separate functions.

Materials Preferred for Training

Variety seems to have been the secret for reaching and satisfying the needs of tutors in regard to tutorial materials. Volunteers indicated a desire for specific instruction in the use of specific materials, but as tutoring developed the volunteers used the materials with which they had been trained primarily as a spring-board for their own individualistic approach.

Improved Training for Volunteers in the Second Year Appears Not to Have Improved Volunteers' Ability to Increase Reading Scores of Tutees

Several distinct differences in the training program conducted in St. Louis during the second year of volunteer training tend to place the St. Louis training program in the category of a quasi control group for untrained volunteers. These factors are as follows:

1. St. Louis offered 15 hours of pre-service training and no in-service training.
2. The other cities offered 30 hours of training.
3. The attendance of the St. Louis volunteers was particularly poor – 38 per cent of the volunteers attended no sessions and 16 per cent attended less than half of the sessions.
4. Finally, over half of the St. Louis volunteers had little or no training of the limited 15 hours of training offered.

The important finding is that the children who were tutored by the St. Louis volunteers improved as much as the tutees in the other cities who received tutoring from volunteers who had received an additional 15 hours of improved, personalized, pre-service and in-service training. Therefore, one is again inclined to judge that improved volun-

teer training had little influence on the volunteers' ability to increase reading scores.

Composite Sample of Suggestions and Reactions from Volunteers on Training

1. "Training sessions should be spent more on preparations for tutoring sessions."
2. "Training sessions should meet only once a month."
3. "We should work on more specific details rather than being so general."
4. "Lesson plans should be made out during training sessions."
5. "Use some of the training sessions as workshops, e.g., make alphabets, flashcards, things that are useful or helpful in your tutoring sessions."
6. "Directions for feedback on what the teacher is doing. If the teacher in the class is teaching 'L' for example, it makes sense for you to teach 'L' instead of some other letter."
7. "Directions for using materials which the regular classroom teacher is using."
8. "We need more materials – such as puzzles, coloring books, paints, etc. To ask the volunteers to make these materials is 'busy work' which is time-consuming for students as well as lay volunteers."
9. "Present sessions on a specific topic: e.g., How to Teach Colors or How to Teach the Alphabet."
10. "Break up into small groups and discuss our children."
11. "Break up into smaller groups to learn more about the kits: Peabody & DISTAR."
12. "Volunteers shouldn't be required to attend training sessions if they have already attended one whole semester and/or are already experienced teachers." *This was a most common complaint.*
13. "Teachers shouldn't be so willing to inform the volunteers of the *whole* history of the child, for this may produce a negative attitude in the mind of the volunteer. One particular teacher grabs you by the arm and tells you things that really don't pertain to the tutor-tutee relationship."
14. "There should be extra lesson plan sheets."
15. "There should be training in methods to change the behaviors of children."
16. "Enjoyed the session at which Dr. Smith

spoke." (He spoke on the topic of behavior modification.)

17. "We would like to see films on specific practical problems."
18. "Divide the class for special interest sessions on particular topics."
19. "Have a session on how to improve the outlook of a child toward teachers and school."
20. "Have someone speak about average and below-average first-grade children. Their abilities, what to expect from them in their development, etc."
21. "Ask former teachers to do special sessions on a particular topics, e.g., letter writing."
22. "Class visitations and visitations to other schools."
23. "We would like to be exposed to all of the new programs in reading going on throughout the country."
24. "We should have better coordination, communication with the first-grade teacher. We should know her plans for the rest of the year to integrate what we do with what she does."
25. "We would like to have a psychologist come to class to show us how to help the kids that are negative toward school."
26. "What are the expectations of a first-grade child? A child is supposed to know ? ? ? ? what?"
27. "Physical education specialist should speak and teach basic exercises. I think this is a very good idea. . . the kids get tired after tutoring session lasts for 20 to 30 minutes. They need to move around physically for a bit. P.E. could be incorporated nicely with academics too; e.g., alphabet games done while jumping rope."

Summary of Implication Concerning Future Volunteer Training

The ORI evaluators concluded, basing their evaluation on questionnaire responses and on attendance records kept at training meetings, that the training program in the second year of Upswing was approximately 60 per cent effective, even though the training was considered to be of a high professional quality and responsive to the expressed needs of tutors. The following summary of observations on training and volunteer psychology is offered:

1. Training is valued more in theory than in practice by volunteers.
2. Volunteers generally want to receive some form of preparation.
3. Volunteers want continued opportunities for individual counseling throughout tutoring.
4. Training was probably considered more important in the first year of Upswing because of the fact that half of the tutors in the program were excluded from attending it.
5. Expensive and lengthy programs are *not* necessary.
6. Training in the form of "An Orientation and a Guide to Tutoring" is the suggested solution to volunteer preparation.
7. Volunteers have very definite ideas about what specific preparation they want, although their ideas tend to be contradictory.
8. The volunteers focus clearly on a desire for training to include techniques which deal with "what to do with the tutee."
9. Volunteers prefer that theoretical discussions be kept to a minimum.
10. Volunteers prefer that discussions be related to practical needs.
11. Volunteers want to know how instruction is handled in the regular classroom.
12. Volunteers generally prefer to keep their tutorial efforts in close agreement with what the classroom teacher prefers. Thus, the majority of volunteer tutors prefer to support classroom activity with tutorial back-up work.
13. Volunteers prefer to be involved in the decisions involving the selection of materials presented and the methods by which the materials are presented.
14. Volunteers prefer that the orientation and the start of tutoring be as close together as possible.
15. Volunteers want continuous support from the Upswing staff in solving problems with teachers and with tutees.

In summary, the most important observations for future training are that training or preparation need not be long or expensive. The content of "Guides to Tutoring" should be geared to the expressed needs of

volunteers. The lines of communication should be planned in such a way that the solving of specific problems can be handled through informal conferences with an Upswing staff representative who is available at all times.

Finally, in response to the question: "To Train or Not to Train That Is the Question," the answer is "Yes, a certain type of preparation is suggested, primarily in the form of a thorough orientation to the philosophy of Upswing and a distinct attitudinal approach to tutoring."

Operation Convince

Chapter 7

The first step in implementing Project Upswing is to convince key personnel in authoritative positions (1) of the value of the project and (2) of the necessity for hiring a volunteer coordinator to assume the responsibilities for initiating the project. The key personnel might likely be a principal, a superintendent, a school board member, or an officer of the Parent-Teachers' Association. If an established volunteer program is already in operation, then the task is to persuade the director of volunteers to add Project Upswing as a special program for first-grade children. If no volunteer program is in operation, then the aim is to persuade the school personnel with hiring authority to employ a full-time volunteer coordinator who will be charged with the responsibility of setting up and coordinating Project Upswing.

Basic Arguments for the Program

The arguments for convincing the authorities of the basic value of Project Upswing are as follows:

1. One teacher plus one Upswing tutor plus one tutee equals 100 per cent, that is, everybody benefits.
2. The extensive evaluation of Project Upswing's two-year pilot study in both urban and rural areas shows that Project Upswing is a cost-effective means of serving large numbers of children with early learning problems.
3. A first-grade teacher who is responsible for approximately twenty-eight students realizes almost as soon as the first day of school that there are individual children in the room who need one-to-one instruction. The teacher cannot possibly spend the time that is needed to give these children with learning problems the individualized tutoring which they require. The teacher who is linked to a Project Upswing team of volunteers can extend her reach through volunteers who can give the two hours of one-to-one attention each week which the child needs.
4. The Upswing volunteers' services are free to the schools.
5. The Upswing tutors not only bring their goodwill, but they also bring the good news

to the entire community that the schools are concerned with individual differences. Through the publicity of Upswing volunteers, the attitude of positive support for a school system can be established.

6. The Upswing volunteer can be the catalyst who gives the first-grade teacher the extra motivation and energy to meet the special problems of children in adjusting to first grade.

The Importance of the Principal

The "open sesame" for the initiation of a volunteer program very often is the principal. He holds the magical command, "Open sesame!" used by Ali Baba. When the principal says, "Open sesame!" the door opens for teachers, volunteers and the volunteer coordinator to work together to enlarge the educational outreach of the school through the individual tutoring provided by volunteers.

The principal's attitude can also open the door for cooperation with an existing volunteer agency to add Project Upswing for first-grade tutoring in reading. If the principal endorses a volunteer program, problems will be minimized. Any inconveniences – such as lay people stopping by the office, violation of the dress code, or parking problens – are properly viewed as minor inconveniences when compared to the hundreds of hours of individual attention, at no cost to the school, given to a child needing a better understanding of self, of environment, and of the possibilities for learning.

The Importance of Trust

One important consideration in convincing a principal to open the doors to a volunteer program is trust. The principal must be convinced that the people who are pushing for a volunteer program have no desire to use the entree to work in a school in any way other than as an auxiliary to the teachers in giving one-to-one help to first-graders. The principal must have complete assurance that the volunteer coordinator and every volunteer working in the school will exhibit professional conduct.

The Importance of Philosophy

The Upswing philosophy is based on the recognized need of every first-grade teacher who has at one time or another wished that she could give regular individualized attention to numbers of children who have learning problems in her room. Unfortunately, the regular classroom teacher is time-bound and space-bound. But the concept of the Upswing program is that of the extended arm of the teacher via the volunteers who reach out to first-graders in a leisurely, loving fashion to give one-to-one tutorial help to the specific learning needs and development of the child.

The picture is that of the encircling arm of the teacher, extended through the tutor to the child. In this manner, the children who need extra, personalized attention can be reached through the teacher-tutor-tutee relationship, provided they have the full cooperation and, even more than that, the enthusiastic support of the principal. The principal's blessings complete the picture of the community volunteer, the teacher, and the school administration working together to help each first-grade child self-actualize.

The Importance of A Full-Time Coordinator

The rationale for the hiring of a full-time volunteer coordinator is as follows:

1. The coordinator will have responsibilities for the total Upswing program. It is important that one person be accountable for the operation of the program.
2. A full-time, paid person will assure that the same person will be on the job all day, every day to give continuity and continuous leadership.
3. Volunteers have indicated a strong need for relating consistently to the same authority figure.
4. A coordinator hired by the school administration lends stability and sanction to the program. This official administrative sanction improves the coordinators' effectiveness in working with school personnel and with volunteers.

Pitfalls

The pitfall is to be satisfied with a part-time coordinator or to combine the coordinator's job with another position. Don't! A part-time person will only produce half-time coordination. Problems which can wreck an otherwise effective program tend to arise when the coordinator is off duty. A part-time position projects the image of a position which is not worthy of full significance; part-time denotes a trial position rather than a permanent one. Don't be tempted to use volunteers for the coordinator's position.

Desired Characteristics for a Coordinator of Volunteers

The basic qualities sought in a coordinator include the following:

1. A person who can work well with teachers, volunteers, administrators, and parents.
2. A person who believes in the program.
3. A person who is convinced that volunteers can make a difference in the lives of first-grade children.
4. A person who is confident, dependable.
5. A person who is an energetic leader.
6. A person who has proven organizational ability.

Pitfalls

The pitfall is to seek a person who exemplifies these qualities and then forget to structure the program in such a way that these qualities are permanently built in. Even though these qualities seem essential for the coordinator, the more important task is that these qualities be a part of the organizational framework. Avoid building the program around the coordinator who could resign and leave the program floundering. The organizational set-up should be such that certain lasting elements are permanently accounted for. The orientation sessions and the follow-up rap sessions are viewed as excellent opportunities to instill the basic philosophy into the thinking of the volunteers, teachers, and administrators.

Chapter 8

Operation Evaluate

Rationale for Evaluation

The rationale for a planned evaluation stems from several facts. First, foundations which have in the past given support for volunteer programs are rightfully asking for hard data to verify the effectiveness of such programs. Second, the majority of volunteer programs have been assessed by subjective measures, often of personnel directly involved in the program. Third, the evaluation conducted by ORI indicates the wealth of data which can be obtained from a volunteer program and analyzed for the strengths and weaknesses of a program. This feedback can be used for continuous improvement. Fourth, unexpected findings or by-products can be learned from evaluation which can be very beneficial to school personnel in determining specific methods of instruction. For example, the finding by ORI that retention, failure to be promoted to the second grade, had definite negative effects on children's reading scores.

Responsibility

The responsibility for the evaluation scheme, which is viewed as an inherent part of the program, is that of the coordinator. The evaluation should be planned in the formulative stages of the Upswing program and design. An evaluation plan is suggested for the following areas: (1) tutoring effects on children, (2) orientation and training for volunteers and teachers, and (3) project management.

Keeping the Evaluation in Proper Perspective

The pitfall is in letting the techniques of evaluation seem more important than the participants and the purpose of the project. Be aware of the fact that the evaluation process can become over-emphasized and can even become a deterrent to the well-being of the total program. A balance is needed in keeping any evaluation system in proper perspective. The evaluation scheme can be a useful tool in obtaining an objective measure of tutees' reading progress. It can be of practical use in determining the efficiency of the mechanics of administering a program. Certain evaluative techniques can be useful in detecting weaknesses in volunteer and teacher training. However, the

evaluation is subordinate to the more important objective of administering a volunteer program for first-grade children.

Distinction Between the Pilot Project and the Present Project Upswing

It should be remembered that there is an important distinction between the Upswing program which you are implementing and the two-year pilot program which was funded by the Office of Education and evaluated by ORI. The original program was for the express purpose of researching the feasibility of volunteer programs for first-graders with minimal learning problems. The verdict was that the Upswing idea works, that thousands of children can benefit from the individual attention of tutors. The thrust of the present Upswing model is aimed at running a successful, on-going volunteer program which can intervene early if the child has learning difficulties related to reading. The evaluation can and should be carefully planned, executed, and utilized, but it should not be over-emphasized.

Recommended Testing Program to Evaluate Tutoring Effects on Tutees

In order to get an objective measure of the effects of volunteer tutoring, the following testing program is recommended for all first-grade children:

1. During the first month of school, preferably the first two weeks of school, an acceptable measure of reading readiness should be administered. The ORI evaluators judged that an individually administered test was much more effective than a group test. However, if the first-grade teachers are in the habit of giving a certain instrument, the score from this test instrument can be used as the pre-test.
2. At the end of the school year, a post-test should be administered for comparative purposes.
3. ORI evaluators also recommended strongly that a measure of self-esteem be administered pre and post to the children.
4. At the beginning of the school year it is recommended that the teachers fill out an acceptable reading readiness inventory assessment for each child which will be used by the teacher in determining the children to recommend for Upswing tutoring.

Evaluation Techniques for the Orientation and Training of Volunteers and Teachers	Immediate feedback	Although orientation and training will be given separately for volunteers and teachers, the same evaluative techniques are suggested for both groups. 1. Reserve the last ten minutes of the first orientation session for evaluation and immediate feedback. 2. Explain to the participants that it is the policy of Upswing to key all training to the needs and responses of the participants through feedback. Therefore, the final ten minutes of each session will be devoted to discussion of the effectiveness of the immediate past session with suggestions for improvement and opportunities for suggesting topics or ideas for future sessions.
Format for the Immediate Feedback Evaluation	First five minutes	Initiate informal discussion questions. Suggested questions are as follows: 1. Do you fully understand the philosophy of the project? 2. Do you think you need to spend more time on it? 3. Was today's approach helpful? 4. Can you think of other methods which would be of greater help to you? 5. What questions do you want covered in the next session?
	Second five minutes	Allow for anonymous feedback on slips of paper given to each participant. Explain that each person is encouraged to make any comment for the improvement of training sessions or to suggest future topics or to criticize present training. Pass a box around the room for participants to turn in their evaluation slips.
End of Year Evaluation		At the conclusion of the school year, request that each volunteer, if he or she is willing, fill out the following questionnaire:

END OF YEAR VOLUNTEER EVALUATION

School_____Date_____ (Note: No Names)

1. Has your volunteer experience been rewarding? Yes____;No____;
   Comment (if you wish)_____

2. Have you been generally satisfied in your personal satisfaction from the project? Yes____; No____; Comment_____

3. Was the orientation session adequate? Yes____; No____

4. Do you have any ideas for improving the orientation or the training?

5. Have you received the individual help and general cooperation which you have needed from the following people?

   a. Upswing staff? Yes____; No____; Comment_____

   b. School administration staff? Yes____; No____; Comment_____

   c. Teachers? Yes____; No____; Comment_____

   d. Other volunteers? Yes____; No____; Comment_____

   e. Parents of tutee? Yes____; No____; Comment_____

6. Did you encounter any special problems such as:

   a. Parking? Yes____; No____; Comment_____

   b. Failure of school to notify you if child was absent? Yes____; No____; Comment_____

   c. Inadequate tutorial space? Yes____; No____; Comment_____

   d. Inadequate materials? Yes____; No____; Comment_____

   e. Discouragement in making progress with your tutee? Yes____; No____; Comment_____

Evaluation of Project Management

This phase of the evaluation concerns the teachers, the school principal, and the volunteers. The objective is to devise a method for periodic and continuous feedback for improving the mechanics of day-to-day management. The primary techniques suggested for assessing the efficiency of the program are (1) interviews, (2) feedback box, and (3) informal conversations.

Interviews

Two interviews are recommended for use with the principal of each school in which Upswing operates. The first interview conducted by the coordinator should occur approximately four weeks after tutoring begins and the second interview at the end of the school year. A suggested checklist for the coordinator to use as a guide in interviewing the principal follows.

Interview Checklist to Obtain the Principal's Estimate of Project Management and Efficiency

(To be filled out by the volunteer coordinator in an interview with the principal four weeks after the project begins and at the end of the school year)

School_____ Principal_____

Interviewer_____ Date of Interview_____

1. Did the program begin as early as it was needed? Yes___; No___; Comment_____
2. Was the orientation given to volunteers on school policy adequate? Yes___; No___; Comment_____
3. Have any particular problems with volunteers arisen because of lack of understanding of school policy? Yes___; No___; Comment_____
4. Have there been too many volunteers tutoring at the same time period? Yes___; No___; Comment_____
5. Have there been parking problems? Yes___; No___; Comment_____
6. Has there been sufficient staff management of the program in your school? Yes___; No___; Comment_____

7. Do you need more full-time staff to work directly with the program? Yes____; No____; Comment_____

8. Were there enough appropriate places for tutorial sessions? Yes____; No____; Comment_____

9. Have there been personnel problems connected with the program? Yes____; No____; Comment_____

10. Could your school accommodate more volunteers? Yes____; No____; Comment_____

11. Did the testing of children run smoothly? Yes____; No____; Comment_____

Feedback box	The feedback box should be placed in a central location which will be readily accessible to all volunteers and teachers. Its purpose is to provide a means of continuous feedback from the tutors and teachers to share their ideas for improvements in the program. The box also provides an anonymous means whereby they may express frustrations arising from the project. The coordinator or a staff person will have responsibility for collecting the comments and following up on them to the best interest of the total program.
Pitfalls	Be sure that the suggestions are considered and acted upon whenever possible. The tendency is to ignore them or to fail to take them seriously.
Informal conversations	The maximum use of informal conversations involving all Upswing personnel can be the single most effective means of a successful program. The key is the two-way communication – each person listening to and hearing the other person. In the first orientation session and in the follow-up sessions, the techniques of making full utilization of this simple encounter can be practiced. The effective use of informal communication can prevent problems and can bring about continuous adjustment. The aim is to instill the habit of accommodation and cooperation as the management style of the project.

Pitfalls

The pitfall is the expectation that informal conversations will automatically take place between administrators and tutors. The fact is that communication often has to be taught and practiced. The role-playing technique can be used in training sessions to help teach the habit of communication.

Operation Project Management

Chapter 9

Recommendations for Management of Project Upswing

Based on the interviews and questionnaires of the participants of Project Upswing during its first year of operation, the following recommendations for management are suggested:

1. Formulate a clearly defined role for the volunteers, teachers, and school administrators.
2. Through discussions and feedback insure that the volunteers, the teachers, and the school administrators understand their roles and their relationship to other Upswing personnel.
3. Periodically check to see that the appropriate personnel continue to understand their roles and are demonstrating proper use of the lines of communication.
4. Arrange for appropriate opportunities for teachers and principals to communicate with volunteers.
5. If possible arrange a joint meeting of teachers and volunteers at which open discussion can lead to the best arrangement for appropriate times for teachers and volunteers to meet and discuss tutees. Each individual school's policy will dictate the most advantageous time for the teachers to meet with volunteers. Therefore, this arrangement should be made on an individual school building need.
6. Suggest to the school principal that his help is needed in providing for an appropriate time and in helping the teachers to understand that the administration fosters and encourages the sharing of information between teacher and volunteer concerning the growth and development of each tutee.
7. If at all possible arrange for an Upswing staff member to be available in each school either on a full-time basis or at established hours on certain days of the week. The rationale for the physical presence of the Upswing staff member grew out of certain instances of poor communication among Upswing staff and volunteers, teachers, and principals. It is important that a clear leadership role be assumed by an Upswing staff member in each individual school building.
8. Provide a sign-in and sign-out sheet for volunteers to use when they begin tutoring and when they stop tutoring. The reason for the sign-in sheet is for evaluation pur-

poses to ascertain how many times a child actually is tutored and how much time is spent in the tutoring session.

9. Encourage the Project Upswing staff member assigned to an individual school to give advice and encouragement to the tutors and teachers participating in the program.
10. Give the volunteers sufficient recognition in order to avoid the sense of isolation which a volunteer can feel when he or she has no contact with a staff person to discuss tutoring.
11. Specific support and supervision in the form of attention is needed by the volunteers and the teachers in each of the school buildings. The presence of an Upswing staff member apparently increases the morale and lends the much needed leadership for the program.

Thus, the two essential features of a successful in-school volunteer operation are
(1) active leadership in the schools and
(2) continuing personal interaction among the Upswing staff and the volunteers, teachers, and the administration.

Special word

In discussing the administration of a school, the key person usually mentioned is the principal; however, very often the most influential person in the running of a school is the secretary. She is the person most often encountered by the volunteers and teachers. She is the liaison between the principal and the rest of the world. Therefore, special provisions should be made to insure that the school secretary receives a complete orientation to the Upswing program and that great care be taken to see that she understands fully the rationale, the philosophy, and the day-to-day management of the program. Unless she feels that she is not only a member of the Upswing team, but a very important member in the operation of the program, the entire program could suffer.

Analysis of Management Functions

The following guide to management functions is suggested:

1. Agreement with the school superintendent to initiate Project Upswing
2. Agreement with the individual school prin-

cipal to initiate Project Upswing
3. Definition of the role of each individual staff member
4. Hiring of the Upswing staff
5. The initiation of the recruitment campaign for volunteer tutors
6. Initiation of teachers' training
7. Initiation of volunteers' orientation and guide to training
8. Organization and management of tutee selection process
9. Conducting of testing
10. Assignment of volunteers to tutees
11. Conference between teacher and volunteer tutor
12. Assignment of volunteers to tutorial space
13. Initiation of tutoring
14. Monitoring of tutoring by Upswing staff
15. Continuous morale encouragement for volunteer, teachers, and administrators by Upswing staff
16. End of tutoring
17. End of year testing
18. Evaluation
19. Plans for next year
20. Appreciation celebration for volunteers and teachers

Orientation to the School

Attention to housekeeping details can be extremely beneficial in avoiding troublesome situations which give volunteers a poor impression of the project and cause confusion in the school. Attention to details is required to insure smoothness of operation in getting the program off to a good start. The more carefully each detail is handled in advance the simpler it is for each volunteer and for each teacher to adjust to the program in its early operational phase. Thus, the following recommendations are made for orientation to the school in order to insure a smoothly running program.

I. Plan carefully for the first volunteer meeting at individual schools.
II. At this first meeting in the school, the volunteer coordinator should introduce the principal and the school secretary.
III. Arrange in advance for a tour of the school so that volunteers can be thoroughly oriented to the building and any particular

regulations or special privileges which are applicable to them while they are in the building. For example, some school officials invite volunteers to have lunch in the school while others have a policy which does not allow this. Some teacher groups invite the volunteers to join the coffee club by bringing a cup and paying the cost of coffee. Some faculties prefer that the teachers' lounge be reserved for teachers only. Decisions on these matters should be discussed in advance by the volunteer coordinator and the principal and faculty, so that the volunteers can be informed as to proper conduct for them while they are in the building tutoring. The Upswing philosophy is that the more volunteers are included, the more they will feel that they are accepted and appreciated as significant contributors.

IV. At this initial school orientation the following specific procedures should be demonstrated to volunteers. The procedures are mechanical in nature but highly important to good organizational management:

A. How and where the volunteers are to sign in and sign out and pick up identification badge. Demonstrate the preferred procedure.

B. How volunteers are to arrange to be with the tutee for each tutorial session. Show the tutors the rooms of their tutee's teacher and let one or two tutors demonstrate the procedure for going to the classroom and calling the tutee. The volunteer coordinator should make the necessary arrangements in advance. Have the tutor take the tutee to the tutorial station and personally accompany the tutee back to the classroom. The tutor needs to be impressed with the fact that part of the tutor's responsibility is to see that the tutee joins the class group after tutoring. For example, the class might have gone to the playground or a program in the auditorium.

C. How and where volunteers are to check out materials from the media center or library. The volunteer coordinator will need to plan ahead with the director of the media center to show the volunteers what is available for their use and any regulations on using the material. Have several volunteers demon-

strate by checking out materials. Some schools set up a special Upswing materials center, which contained materials exclusively for Upswing use. If this is the case, volunteers should be given a clear picture of the practice in the school in which he or she will be tutoring.

D. How volunteers are to know where to tutor. Explain to volunteers the specific arrangements which have been made for assignment of tutorial stations and for keeping material in the tutorial station.

E. Show the volunteers where the Upswing bulletin board is located and explain the importance of checking it regularly for announcements such as school holidays or messages from Upswing staff.

F. How volunteers are to report their absence. Have the school secretary or the volunteer coordinator explain to volunteers the procedure to use if he or she cannot keep a tutorial appointment. Give the volunteers the school number to call. Have the school secretary explain the procedure for notifying a volunteer if a tutee is absent from school.

G. How and where volunteers are to park. Have the principal explain any parking regulations. If there are parking forms to be filled out, have them completed at this orientation meeting.

H. How volunteers are to communicate with Upswing staff in case of questions or problems. Give volunteers the names and telephone numbers of the proper people.

Suggestions for a Volunteer's Official Identification Badge and Sign-In Record

Many volunteers have expressed the desire to be given an official Upswing badge to identify them when they are at work tutoring in the school building. Further, as a method of keeping up with and evaluating the number of hours a child is tutored, a sign-in system is also recommended. A badge can be designed using the Project Upswing tutor-teacher-tutee logo on the front. Additionally, the badge should have a space for the volunteer's name written in large felt-tip letters so that the school personnel can become better acquainted with volunteers and learn their

names. The name and badge provide identification and suggest professionalism and purposefulness on the part of the volunteer. The record-keeping by the tutor tends to increase his or her awareness of the commitment and responsibility to the child and to the total volunteer program.

Management by a Single Coordinator in each School

One possible solution to management is the *single coordinator per school* plan. In this arrangement a full-time volunteer coordinator is considered equal in status and pay to other teachers. The coordinator directs the volunteer program for the school, with the advantage of being on duty in the school all the time. The coordinator would require an office and a telephone. He or she would have complete responsibility for the Upswing program and all of its ramifications.

Tutoring Space or Station

The weakest area concerning the housekeeping details and management of Project Upswing during its two-year pilot program proved to be the arrangement for tutoring space and the adequacy of the tutoring space. Most schools have problems in this area simply because of competition for space outside the classroom and overcrowding of buildings. Thus it is suggested that the Upswing coordinator give special attention to this problem from the beginning of the arrangements for the program. Discuss the problem thoroughly with the principal, teachers, and building custodians with the goal of viewing the problem as a total school problem which must be solved by the joint efforts of all of the school participants and the Upswing staff. If at all possible request that a special area exclusively devoted to Upswing tutoring be made available. Some schools can arrange to have vacant classrooms, office space, or separate mobile units reserved for Upswing tutoring. The important idea is to face the problem of space ahead of time and to plan adequately for enough tutorial stations which are relatively free from noise and interruptions.

Pitfalls

The problem in the past has been to gloss over the problem of the space which is needed for proper tutorial help. Many administrators and staff personnel have tended to set this problem aside with the attitude that if we have tutors who are willing to come to this school and work we will find spaces for them. While this attitude is a positive one, it simply does not deal realistically with the need for a conducive area for an ideal tutor-tutee relationship to develop with maximum environmental conditions for learning. Therefore, estimate how many tutorial stations are needed, based on how many tutors will be working in the building simultaneously. Also consider conditions which might cause a noise problem, such as attempting to tutor in a library at the period of maximum use by students in checking out books. It is suggested that tutoring stations be numbered and that a sign, such as "Tutoring Station Number One" be attached to each door. Thus, the Upswing staff person who is assigned responsibility for checking on adequacy of tutoring stations and keeping them in good condition can always refer to the tutorial station by number. Numbering stations will decrease confusion in assigning a volunteer the first time he or she comes to the building. Further, a teacher will know that a given volunteer tutors in tutorial station number three and where that station is located in the building so that in case of emergency a tutor or the tutee can be reached quickly and easily.

Location of Tutorial Materials in Each School Building

The ideal location for tutorial materials such as books, workbooks, art supplies, program materials, pencils and paper, clay, puzzles, record players, and tape recorders would be in a room which is designated by a sign on the door noting "Project Upswing Materials Center." In this way each volunteer who comes to the building could check materials in and out from this central location. In this room the suggestion box or feedback box should also be kept so that volunteers may place feedback information in the box on a continuing basis. The room should

also contain an Upswing bulletin board which the volunteer could check to get information concerning special announcements or messages. If this room is large enough for a lounge, it would provide opportunity for volunteers to use it in various ways; to sit and chat with each other; to come for volunteer-teacher conferences; to prepare lessons; or to make comments on the tutee directly after a tutorial session.

Sample Letter and Tutee Permission Form

Upswing policy requires that the parents or guardian of each child who is to be tutored first grant permission for the tutoring. The following sample letter and permission form are given as a very simplified example of communicating with parents.

Dear Parent:

Your first grader has been selected to receive two hours of one-to-one private tutoring each week from a Project Upswing volunteer.

The tutoring will take place at school during the regular school day. There will be no charge for this service.

We believe that your child is very fortunate to get this extra, individual help. We would like to have your signature to begin the tutoring immediately.

If you have further questions, please call me at _____.

Sincerely,

Project Upswing Volunteer Coordinator

- -

I GIVE PERMISSION FOR MY CHILD TO RECEIVE TWO HOURS OF INDIVIDUAL TUTORING PER WEEK FROM A VOLUNTEER AT SCHOOL DURING THE SCHOOL DAY.

_____

SIGNATURE OF PARENT OR GUARDIAN

Chapter 10

Operation Recruit

Introduction

The recruitment of volunteers furnishes the lifeblood of any volunteer program. Without an effective, ongoing recruitment program all other efforts are useless. It stands to reason that there cannot be an Upswing volunteer program without a vital supply of volunteer recruits who are willing to give two hours a week of individual attention to a first-grade child experiencing early learning difficulties. Therefore, the importance of the recruitment phase of Upswing cannot be over-emphasized. A successful recruitment program is absolutely essential.

Coordination

The following questions and answers should be considered in coordinating the recruitment effort:

Q. Who will be responsible for recruitment?

A. The coordinator has the responsibility for directing the recruitment plan.

Q. What if there is an active volunteer program already in operation to which Upswing is being added?

A. Then, it is the duty of the Upswing coordinator to coordinate all efforts with the established agency. Denver, St. Louis, and San Francisco each had active volunteer programs which were loosely coordinated by the school system. The staffs of established programs in each city gave full cooperation and judged Upswing to be a definite asset.

Pitfalls

Remember that the hallmark of the Upswing program is cooperation. An agreement should be worked out with existing volunteer programs, so that no element of jealousy is involved in the recruitment of volunteers. It is the coordinator's responsibility to make sure that the Upswing plan for recruitment is in full accord with the master plan of the overall volunteer program, if one exists. Experience has demonstrated that Upswing added an extra dimension to existing recruitment programs. The appeal of Upswing's uniqueness attracts additional volunteers who apparently had not been previously recruited. In Denver, for example, where the Denver Public Schools (DPS) had a number of established volunteer projects,

very few Upswing volunteers had ever served as volunteers for DPS. Thus Project Upswing gave a boost to the established volunteer projects. The added interest and publicity generated by Upswing contributed a positive spin-off effect to the established volunteer programs in each of the three metropolitan cities. Oxford did not have a volunteer program when the project was initiated.

Who Should Be Recruited as an Upswing Volunteer

Housewives, neighborhood residents, senior citizens, and college students who are representative of the city's total population are recommended as volunteers. Although the majority of the volunteers who participated in the two-year pilot project were adult women, the participation of men — both retired executives and college students — added to the effectiveness of the program. Among the pilot volunteers were a sprinkling of high school students, representatives from minority groups, and people from lower income categories. It is felt that the extra effort required to recruit volunteers from minority groups is more than justified because of the significant contribution which they make as volunteers. Their presence is a stimulus for others in their community to become involved in volunteer activities. Further, their presence provides a role model for all school children participating in the program.

College Students as Volunteers

A special word needs to be said concerning the worthwhile contribution which college students made as volunteers. Two of the Upswing cities — Oxford and San Francisco — made extensive use of college students as volunteers. The ORI evaluation indicates that the college students were as effective as volunteers as were typical neighborhood residents. In fact, the tutee who made the greatest gain on reading test scores was tutored by a college student. Another advantage in using college students as volunteers is their need to participate in activities which give them an opportunity to test possible vocational choices and the need to gain practicum experiences in real educa-

tional situations. Further, students provide a model with which young children can readily identify. The attention given a first-grade child by a college student is a motivating factor in itself. Many of the college students became deeply concerned about the general welfare of their tutee. A significant number of college students who participated during the first two years of Upswing gave extra hours and money to provide their tutees with special field trips, such as attending a college basketball game or watching the band practice for a half-time show. The college students were ingenious in their originality in thinking of self-made tutorial materials and in using games to invent methods of instruction.

College Credit for Tutoring

One successful outcome inspired by Project Upswing's pilot program was the addition of a three-hour laboratory experience course in the school of education in one of the participating universities. The course included one hour of training and two hours of tutoring each week during the semester. Arrangements for college students to tutor should be coordinated by the Upswing coordinator with the instructor of the course. This practice of college and university cooperation was used very successfully in several of the Upswing cities. The course met the needs of the institution to give students the one-to-one experience of teaching a child and it served the needs of the Upswing program in recruiting volunteers. Another advantage is that a college or university provides a constant source of fresh volunteers. It should also be noted that a number of college students participated in the program who did not receive any credit for their participation.

Recruitment of College Students

Since college students are a special group, there are certain techniques which are particularly useful in reaching them. If the course which gives credit for volunteer tutoring is a new course, a letter describing it can be circulated to various department heads. Request individual instructors to announce the course and to recommend it to

students in planning their program of study. Announcements concerning the course should be posted on dormitory bulletin boards. The personal appeal of talks given to social clubs or service organizations can be a highly effective recruiting method, especially as a way of reaching students who are not taking the course for credit.

Senior Citizens as Volunteers

Senior citizens proved to be exemplary volunteers. Some of the most creative of the volunteers were retired professors and grandmothers. This particular group of volunteers as observed through interviews and daily records of their volunteer tutorial sessions was most adept in relating to children and in using personal initiative in devising unique methods of teaching. It is highly recommended that retired citizens be recruited because of the wealth of experience which they have to share.

Many grandmotherly types have extra time to give to the tutee in activities beyond the traditionally academic ones. One such lady not only invited her tutee to her house on several occasions to bake cookies but the circle of friendship grew to include the tutee's three brothers and sisters who all learned to sew on buttons. Another reason for the recruitment of older citizens is that the volunteer association is extremely meaningful to the volunteer. The volunteers' interests are enlarged and their satisfaction in having contributed to a child's ability to learn to read and to adapt to school is enriching.

Pitfalls

Very often a person over age sixty-five needs extra encouragement to volunteer. For example, one potential volunteer telephoned the Upswing office and inquired about volunteering. It was evident that she had a lack of confidence in her ability, but that she wanted to volunteer. She summed it up by saying, "I really don't know very much about elementary education, but I did teach my five-year-old grandson to read, so I guess I have something to contribute."

When Should Recruitment Take Place?

The major emphasis of recruitment should be concentrated approximately three weeks before the beginning of school. It is important that when the initial recruitment effort is launched, the orientation meetings begin within two to three weeks to catch the volunteers at their peak of interest. This will help to prevent the morale from dropping before the orientation program begins.

Importance of Continuous Publicity

An easy, but erroneous, assumption is that once the volunteers have been recruited for the fall session publicity should stop. It is important to keep the public informed concerning the activities of Upswing by submitting periodic news stories and pictures to the press. This continuous stimulation of interest serves to facilitate recruitment during the following school year. Recruitment has to be viewed as a full-time operation.

Speakers Bureau

One way to insure continuous publicity and recruitment is through the establishment of a Project Upswing Speakers Bureau composed of the Upswing staff and selected volunteers, teachers and administrators who can speak to social clubs, civic groups, and church groups if they are requested. All communities are saturated with such groups and practically all of them are constantly seeking interesting programs. If there is an active Chamber of Commerce, the Upswing program and coordinator can be listed through the Chamber office with the announcement that the Upswing Speakers Bureau will provide representatives to speak to clubs.

How Should Volunteers Be Recruited?

The typical campaign uses the following sources: (1) local television shows which highlight projects of interest, (2) news stories in newspapers with the telephone number of the volunteer coordinator listed, (3) radio station announcements, and (4) announcements in university newspapers. A checklist of recruitment and publicity ideas follows:

Suggested checklist for Project Upswing recruitment publicity

1. Newspapers
2. Commercial television and ETV public service announcements
3. Interview feature on the Project Upswing story with guest participants
4. Radio station interviews and public service announcements
5. Newspaper columnist feature article
6. Letters to students who have attended adult education classes during the past year announcing the program and inviting them to inquire if they are interested in volunteering.
7. Posters in libraries announcing the program and giving the telephone number for further inquiry
8. Letters and talks to senior citizens groups such as RSVP
9. Talks to civic clubs and federated women's clubs
10. Talks to church groups, such as Sunday school classes, women's groups, laymen groups, and social service committees
11. Endorsement of the program as a special project of the local P.T.A. or Junior Auxiliary
12. A program presented at the first P.T.A. meeting with particular emphasis on recruiting parents of first-grade children
13. Three-hour credit for training and tutoring offered through the local college or university. Announcements of the course can be made through the college bulletin, through the college newspaper, and through individual talks given to college sororities, fraternities, and clubs.
14. Letters to parents of all entering first-grade children enlisting volunteers to tutor in Project Upswing
15. List Project Upswing volunteer opportunities with the Chamber of Commerce for newcomers to a city
16. List Project Upswing or give a pamphlet to Welcome Wagon person who calls on new families in a community.
17. Prepare a Project Upswing pamphlet to be given to Chamber of Commerce and Welcome Wagon
18. Design and give all Upswing participants an

Upswing button to wear which will stimulate publicity for the program

19. Visit industries to ask for released employee time for volunteering

Should Volunteers Be Replaced?

Neither the progress rate of the tutees' reading ability nor their development of self-esteem seemed to suffer when one volunteer was replaced by another volunteer mid-way during the school year. The concept of replacing a volunteer applies also to volunteers who for various reasons become dissatisfied with their volunteer commitment. It is considered more desirable for a dissatisfied volunteer to drop out of the program and be replaced by a fresh volunteer who is enthusiastic than to attempt to hold a reluctant volunteer to the original commitment. Therefore, continuous recruitment for replacement of volunteers is recommended. The only stipulation is that volunteers participate in the orientation program. It is suggested that a second "Operation Preparation: Volunteers' Orientation and Guide to Tutoring" be scheduled midway through the school year if there are sufficient volunteer recruits.

Chapter 11

Benefits of Teacher Training

One of the most beneficial aspects of Project Upswing was the help it provided the teachers who participated in the program. These teachers stated that Upswing training had given them additional understanding of instructional materials, teaching techniques, and diagnostic techniques. The fact that in the second year of Upswing when it was suggested that all teachers have 10 hours of training, the control group children improved markedly. This indicates the beneficial effects of training. As has been noted, in one of the Upswing cities, the teachers were not given training in formal group sessions; rather, training was given on an individual basis. This city was the only one in which the control group children did not make significant progress.

Heightens identification techniques

The training of teachers increases their awareness of incipient learning problems. The training heightens their observation techniques for specific patterns of behavior or deficiencies which should receive early remedial treatment. The teachers only benefited from methods in prescriptive instruction. Probably the most important result of Upswing training was that teachers began to believe more positively in the children's capacity to improve. The Upswing philosophy and teamwork approach caused teachers to make a conscious decision that each child had the potential to learn.

Realization of need for early identification

The teachers' training is designed to prepare them to be especially alert for the child who is establishing a pattern of failure in school. The purpose of the volunteer is to prevent failure before the child assumes the attitude, "I can't learn, I'll never learn to read. I must be dumb. I don't think the teacher likes me. I certainly don't like school." The sooner the teacher spots the child who needs extra help and requests a volunteer, the sooner the tutor can provide opportunities for successful experiences which are designed to provide a positive attitude toward learning. The teacher and the volunteer conspire to work as a team to help each child develop to maximum capacity.

Motivational factor

Teachers often have an overwhelming sense of responsibility in facing the task of teaching perhaps 30 children to adjust to school and to learn to read. Part of the Upswing idea is to prevent teachers from feeling "whipped" before they begin. If the Upswing orientation is keyed to the idea of preventing failure before it occurs, it necessarily assumes that all the children will succeed, that failures simply will not be allowed to develop, that as soon as the teacher spots a child who is continuously failing, she can turn to a resource in the Upswing volunteers who will give individualized help to the tutee.

Thus, the teacher is given a strong, motivating influence to succeed with all of the children in her room. She does not assume that a certain percentage of children "are doomed to failure." Further, the teacher knows that she has an auxiliary of volunteers from the community who are standing behind her with the desire to help. This attitude of reinforcement for success in the task which is hers is highly encouraging and motivating.

Rating by Teachers of Training Content

The teachers listed in order of benefit to them the following training content:

1. Training acquainted me with a greater variety of instructional materials.
2. Training acquainted me with additional teaching techniques.
3. Training gave me added understanding about how to diagnose specific learning needs.
4. Training gave me greater insight in how to individualize instruction for my pupils.
5. Training increased my ability to use volunteer personnel effectively.
6. Training motivated me personally to further my education.

Considerations in Planning Orientation-Training Goals

In planning a teacher orientation-training program, the two essential goals are (1) effectiveness in training teachers to identify children with minimal learning difficulties and (2) effectiveness in promoting good tutor-teacher working relationships. In terms of the mechanics of planning

the teacher training, two other factors must be considered. The first is that teachers feel burdened and tend to resent it if they are kept after school for long meetings. The second consideration is that teachers prefer that training be given before school starts or soon after school begins.

Suggested Time for Teacher Training

Many schools throughout the country have incorporated as a part of their regular school program a training program for teachers at the beginning of the school year, usually two to three days before the registration and the actual presence of the children in the schools. It is usually called "in-service training." It is suggested that arrangements be made with the school principal or the person who has the responsibility for the beginning of school teacher-training program to present the Upswing volunteer training to the first-grade teachers as their part of the in-service training program. The Upswing training can be provided by the volunteer coordinator and her staff in conjunction with the school administrators.

Recommended Content and Methods of Presentation for Teacher Training

1. Explain the philosophy of Project Upswing
2. Outline the organizational structure of Upswing
3. Explain and define the expected roles of the volunteer, the teacher, the principal and the Upswing staff.
4. Explain and demonstrate the open, informal communication desired between teachers and tutors. Model the method and practice through role-playing.
5. Explain the importance of encouragement to tutors and the need for guidance and assistance.
6. Explain and go over the suggestions which have been made to volunteers on how to work with the teacher. Stress the importance of the first teacher-tutor conference. Try role-playing a model conference and an unsuccessful conference.
7. Give the teachers an overview of the program content which the Upswing volunteer tutors will receive in their orientation and guidance program.
8. Provide guidance for the teachers in the use

of a student inventory assessment which is to be filled out by the teacher and provide training in the diagnostic interpretation conclusions based on the inventory.
9. Provide training in the techniques and principles of positive behavior management.
10. Acquaint teachers with a variety of instruction materials.

Recommended Approach for Training Teachers

The ORI evaluators have recommended that a training program should first of all focus attention on the following areas:
1. How to look at children carefully
2. How to interpret the academic and non-academic behaviors of children
3. How to expect and anticipate positive efforts from children without applying too much pressure
4. How to convey sincere awareness of a child's successes
5. How to be specific in describing efforts — whether or not they be correct or incorrect efforts
6. How to establish and maintain with the child a relationship which emphasizes how to learn
7. How to develop patience and understanding when a child does not seem able to grasp a concept
8. How to value the importance of the relationship which exists between the teacher and the child.

Celebration

A technique which is recommended for encouragement to both teachers and tutors is a get-together which is labeled a celebration. It is a celebration of the fact that children are making progress. It is a realistic recognition that while individual tutees may not be making tremendous gains in reading, individuals are making specific measurable gains in specific skills. The celebration can be a coffee with cookies or it can be more elaborate if funds are available. The idea is to bring the volunteer and the teacher and the Upswing staff members along with the school administrators together to say to each other, "We have a right to celebrate. We are succeeding because John communicated five times to his tutor on Thursday,

because Anne identified correctly 13 letters of the alphabet, because George willingly joined his reading group four times this week."

Operation Preparation: Volunteers' Orientation and Guide to Tutoring

Chapter 12

In arriving at a final decision concerning a training program for volunteers, formal training as such is judged to be inadequate. A thorough orientation with a few specific techniques and guidelines for tutoring is deemed to be the best solution. Rather than offering a traditional training program, a "Volunteers' Orientation and Guide to Tutoring" is recommended. The emphasis is shifted from the type of formal training offered the first year to a practical orientation with specific guidelines which are keyed to the immediate task of tutoring. These recommendations are suggested for inclusion in the "Orientation and Guide to Tutoring."

Requirement of Participation in the Orientation Program

The orientation is required of all volunteer tutors and a volunteer *must* have participated in the orientation program before becoming an Upswing tutor. In this way some degree of control is exerted over the extent of a volunteer's understanding of the total Upswing philosophy. It is believed that once a volunteer participates in the "Orientation and Guide to Tutoring" preparation that he or she will be a co-partner in the Upswing program. The orientation is designed in such a way that a high degree of commitment and a thorough understanding of the Upswing mission are anticipated.

Importance of the First Orientation Session

The orientation for volunteers is one of the most crucial phases of Project Upswing. The first orientation session is the first major impression which the volunteer will have in relation to staff and fellow volunteers. This is a crucial meeting which should set the tone for subsequent training sessions, and even more importantly, for the tone of the philosophy of Project Upswing.

Major Goals

The major goals of the first orientation session are (1) to acquaint the volunteer with the philosophy of Project Upswing and (2) to involve the volunteer as a co-partner in the project. Great care should be taken to allocate the necessary time for the Upswing philosophy to be assimilated in the thinking of the new volunteer recruit.

Pitfall	The pitfall is to assume that because the new Upswing recruit may have had extensive previous volunteer experience that he or she will automatically understand the Upswing philosophy, but it is believed that the Upswing approach is unique. Therefore, a discussion of the Upswing philosophy is recommended as the major thrust of the first orientation session.
Topics to be Covered in Orientation	1. Project Upswing Philosophy 2. Needs of Upswing Tutees 3. Volunteer Tutor's Role 4. Volunteer Tutor and the Teacher's Relationship 5. Tutor-Tutee Relationship 6. The Volunteer as a Professional in the School Professional Conduct Confidentiality Professional Ethics Dress Code Parking Regulations
Topics to be Covered in Guides to Tutoring	1. Eight Cardinal Guides for Approaching Tutoring 2. Tutee's Self-Esteem 3. Conspiracy to Create Confidence 4. Academic Self-Image 5. No-Fault Learning Experiences 6. Basic Experiences 7. Basic Experiences Check List 8. The Experience Story
Volunteer Behavioral Objectives for Project Upswing Orientation	The following list identifies behavioral objectives for Upswing volunteers. The volunteer tutor demonstrates or manifests the following: 1. The volunteer identifies and is empathetic with the philosophy of Project Upswing. 2. The volunteer identifies and is empathetic with the needs of Upswing tutees. 3. The volunteer shows awareness of the proper role of volunteer, teacher, principal, and Upswing staff. 4. The volunteer illustrates the relationship between the teacher and tutor as a team effort. 5. The volunteer consciously uses the oppor-

tunities for individual conferences with Upswing staff.

6. The volunteer adheres to the professional conduct required of school personnel, which includes adherence to confidentiality, professional ethics, dress codes, and parking regulations.

Project Upswing Philosophy

At the heart of the volunteer orientation is the presentation of the Upswing philosophy. Although the philosophy could be stated in many ways, primarily it is based on the following beliefs:

1. Every child is important.
2. Every child can learn to read.
3. Preventing failure is the key to the establishment of a healthy attitude toward learning and toward school.
4. The teacher can be trained to identify children with potential learning difficulties.
5. The teacher should be given the responsibility for recommending children to be tutored in Project Upswing.
6. The teacher is the logical person to describe to the tutor the needs of the tutee.
7. The cooperative effort between the teacher and the tutee is an important step in assisting the tutee to reach maximum development.
8. Learning should be a pleasure.
9. The first grade should be an enjoyable experience.
10. Repeated failure is harmful to a child's self-confidence.
11. The mirrored effect of failure can quickly damage the self-esteem of an entering first-grade child.
12. The children who enter first grade with a lack of basic experiences should be placed with a volunteer to supply some basic experience.
13. The volunteer will be guided by the suggestions of the teacher, but the volunteer will also supply personal innovative ideas.
14. Each volunteer has the potential ability and understanding to positively influence the growth and development of a first-grade child.
15. Materials, methods, and techniques are subordinate to the fundamental interested

concern which the volunteer's presence manifests.

16. The primary responsibility for teaching reading rests with the teacher which frees the volunteer to be an auxiliary or supplementary helper in the learning-to-read process.
17. The volunteer should express in every way possible his or her positive belief that the child can and will learn.
18. The sense of high expectation be a hallmark of the Upswing program.

Suggested Techniques for Assimilation of the Philosophy

Suggested techniques to insure understanding of the Upswing philosophy are as follows:

1. Discuss the ideas informally.
2. Divide into pairs and pretend that one volunteer is an Upswing staff member and is explaining the Upswing philosophy to a person who is unfamiliar with the program, to a member of the school board. Switch roles.
3. Take turns at role-playing, letting one person pose as the principal of a school and another person pose as an interested parent attempting to convince the principal to initiate a Project Upswing program in the local school.
4. Write down on a sheet of paper the words which characterize the philosophy of Project Upswing.
5. Illustrate the philosophy of Project Upswing through an original drawing.
6. Take turns at role-playing the first conference of a teacher and a volunteer. Switch roles.
7. Discuss the philosophy of Upswing as each volunteer applies it to tutoring.

The Needs of Upswing Tutees

Closely related to the Upswing philosophy are certain assumptions which are held about the needs of first-grade children. The Upswing tutor is asked to give particular attention to certain needs of first-grade children which are as follows:

1. The overriding need of children in general, but especially first-graders, to be loved and to be understood
2. The need to feel approval, especially from an adult
3. The need for tutors to allow tutees to

acknowledge their anxieties and self-doubts
4. The need for warmth and security
5. The need for continuous reassurance with the safety of being able to fail without fear of embarrassment
6. The need to be valued as a person regardless of success related to traditional academic skills
7. The need for honest and genuine recognition.
8. The need to express frustration
9. The need for experimentation in a non-threatening environment
10. The need to feel sure of themselves
11. The need to be listened to verbally, emotionally and understandingly.

Volunteer Tutor's Role

Although the establishment of an environmental climate which allows for the satisfaction of the special needs of first-graders is usually a goal of first-grade teachers, the sheer physical mechanics of enabling a teacher to devote the individual time and attention to the satisfying of the needs listed above for 28 or more children in her room are physically impossible. Through the satisfaction of these needs the volunteer can assist the teacher as an auxiliary, as the teacher's extended arm providing one-to-one tutoring. The volunteer-tutor's role is to work with the teacher to provide the climate for the satisfaction of these needs. In the pilot project many volunteers had the privacy and time to be more sensitive to a tutee's particular problems than did the child's teacher. In many instances, the volunteer was able to communicate to the teacher the specific problems of the tutee and together they helped the children overcome emotional and academic problems.

Volunteer-Teacher Relationship

A satisfactory relationship between the teacher and the volunteer prepares the way for the maximum development of the three-way relationship of the teacher, the tutor, and the tutee. The teacher wants to be informed about the activities of the tutor. She may or may not want the tutor to coordinate tutorial activities with classroom work. The teacher does not want to do the actual planning for the

tutorial sessions. The teacher does want to be consulted and is most willing to discuss a child's needs, but she does not want to be called on for undue support which requires long periods of time. The Upswing staff should supply the support.

A delicate balance is needed in the relationship to communicate, but not to lean too heavily on the teacher. The training for teachers needs to stress cooperation rather than control on the part of the teacher. The freedom of the tutor to be creative in her approach with the child is important. The fact that a child has been recommended for additional help may suggest that the traditional classroom approach is not sufficient to meet the particular needs of the child. The ultimate objective is an attitude of mutual respect, cooperation, and appreciation between the teacher and the volunteer.

Teacher-Tutor Conference

One of the most important aspects of the entire program is the teacher-tutor conference because it sets the tone for their relationship and the quality of their relationship is one of the most important factors in helping the child. In order to help set the tone of the first conference the following checklist is suggested as a guide:

Teacher and Tutor Conference Check List*

(To be used by tutor at the time of the conference)

Date_____ Circle which conference: 1st, 2nd, 3rd, 4th, 5th, 6th

Teacher_____School_____Grade____Room No.____

Tutor_____Tutee_____

Discuss with the teacher the following points:

___1. Tell me about the child I'll be tutoring.
___2. What are the special needs of the child?
___3. What are the special strengths of the child?
___4. How do you think I can best help you in your plan for helping the child?
___5. Are there any particular materials which you would like me to use or shall I use my own judgment?

___6. Can you think of anything else that would help me in assisting you in meeting the needs of this child?
___7. When would be the best time for me to tutor? What time?_____ Which days? _____
___8 How would you like me to summon the child? Knock on your door? _____ Just look in and motion the child?_____
___9. How would you like me to keep in touch with you? Regular conference by appointment? _____ See you informally before or after tutoring? _____ Telephone conversations? _____
___10. I want to be a help and not a hindrance. So tell me if you think I am doing anything wrong and also if you see any positive results, that would be nice to know too.

* Note to the volunteer tutor: For a satisfactory conference, it is essential that you make an appointment for the conference with the teacher at a time that is convenient. The conference need not be long, but should allow for unhurried discussion.

Tutor-Tutee Relationship

In presenting the Upswing story to school personnel through the United States, a frequent response is that the departmentalization which has been incorporated into many school systems has destroyed the traditional relationship between a teacher and a student. By departmentalization is meant a special teacher for reading, another for number facts, another for language arts, another for music, and another for science. In this departmentalized structure the child does not have the close association with one person. It is suggested that a volunteer often provides this one-to-one communication which allows a child the opportunity to know and to be known by one person, to be listened to, and to be understood. The evaluation of Project Upswing in its two-year pilot program indicates that in many instances the volunteer was able to "get closer to the child" than was the child's homeroom teacher. In the relaxed atmosphere provided by a private tutorial session, in a less structured atmosphere the child was encouraged to ask questions which he was afraid to ask in the larger setting of the classroom.

The Volunteer as a Professional in the School

This phase of the training is to be worked out in advance by the volunteer coordinator in conjunction with the principal of each

individual school in which Upswing will be operating. The reason for having the principal present the topics with the help of the volunteer coordinator if he desires, is that each school has its particular rules which relate to professional conduct. The principal is asked to cover the following topics:

1. Professional conduct
2. Confidentiality
3. Professional ethics
4. Dress code
5. Specific requests relating to school policy

Guides to Tutoring

Eight cardinal guides for approaching tutoring

From the Upswing philosophy and assumptions about first-grade children, the following approaches are recommended as guides to Upswing tutoring:

1. Look at the child carefully as a total person with a detective's eyes for clues, with a scientist's attitude for observation, and with a mother's heart for loving and caring.
2. Anticipate positive efforts and results from the child without applying undue pressure.
3. Value the importance of the relationship itself which exists between the volunteer and the child.
4. Establish and maintain a relationship which emphasizes how to learn with the child.
5. Interpret both the academic and the non-academic behaviors of the child in a practical application for understanding and teaching.
6. Be specific in describing efforts – whether or not they be correct or incorrect efforts.
7. Develop patience and understanding when a child does not seem able to grasp a concept.
8. Convey a genuine recognition of the child's progress and successes.

Importance of Increasing the Tutee's Self-Esteem

The rationale for working directly to improve a child's self-esteem is that the self-esteem factor was apparently one of several key factors which increased the tutee's ability to improve reading scores. The Upswing philosophy encourages volunteer-tutors to believe that the child can and will make progress. This attitude is taught to volunteers and to teachers with the belief that the sense of anticipation and confidence

is conveyed to the tutee. Further, it is believed that the attitude is contagious. Specific provision for opportunities in which success experiences can be realized are highly encouraged. Therefore, each volunteer-tutor is asked to plan ahead and provide opportunities for several success experiences during a tutorial session.

Conspiracy to Create Confidence

The first goal is to conspire to create an environment which is built upon the concept of helpfulness and encouragement, an environment which demonstrates the attitude of confidence that the child will generally meet with success but will also have the freedom to fail safely. In order to bring about the success of the conspiracy, the teacher and the volunteer must conspire together to reinforce the success opportunities for the tutee. It is highly desirable to involve the parents in the conspiracy also. Many parents are initially unwilling to cooperate, but Upswing volunteers and teachers have frequently found that the changed attitude which is exhibited by a child who is having a happy experience with a volunteer extends to the home atmosphere and a parent will telephone the teacher to comment on the child's improvement and ask to join the conspiracy to make it a three-way arrangement involving the teacher, the volunteer-tutor, and the parents, with the child as the winner.

The second goal is to provide a climate which encourages the child to think of himself or herself as a winner. Specific opportunities are needed for the development of a positive self-image in relation to activities usually associated with traditional school work. In order to accomplish this goal, the acquisition of basic skills or reading-readiness are deemed to be needed in promoting a positive self-concept toward school.

Academic Self-Image

For example, a tutee and his tutor may have a fine relationship and may have wonderful field trip experiences and carry out activities which give the child a sense of well-being and success, such as catching a beanbag six

times without missing. Nevertheless, when the tutee returns to the regular classroom from the tutorial session, and finds that the other students in the class are reading a word list from which the tutee cannot read, the tutee is discouraged and a negative attitude toward personal ability and toward reading follows. If this negative attitude is repeatedly reinforced, then the inferiority reading syndrome is established. Therefore, a balance should be established for tutoring time spent on play therapy, basic experiences, and activities related to each child's classroom work. The development of a positive self-image also includes the confidence of being able to accomplish basic skills of reading-readiness.

Success-Oriented Experiences or No-Fault Learning Experiences

The theory to be applied is the "no-fault learning experience" one which gives the tutee an opportunity to develop confidence to try to learn. In some cases the problem may be a child who will not talk or a child who refuses to read out loud. In any case, the child needs a high degree of ego-building experiences before he or she feels secure enough to venture into the dangerous area of school-related tasks where some failure is almost certain.
At first the success experience activities may be unrelated to activities usually associated with school; however, a child will eventually have to be successful in reading-related skills because children know that to do well in academic areas is the hallmark of success in school. The "no-fault learning experiences" are utilized as the bridge to building confidence in reading-readiness activities.

Providing Basic Experiences for Children

The children recommended by their teachers as having learning difficulties were especially deficient in basic experiences. Even the group of children with tutors did not pull up to average, but they did make significant progress in this area. It seems highly productive for volunteers to concentrate on providing basic experiences.

In addition, special attention can be given

to the vocabulary associated with an experience. Even such basic concepts as *in, under, over, far, near, high, low, down, through*, etc. can be taught through basic experiences. Never assume that the tutee knows what you are describing. Stop to get feedback often enough to be sure that you are communicating to the tutee. And besides, you aren't supposed to be doing all the talking! The more the child is involved in activity and in talking, the better. A basic experiences check list is presented for the volunteer's convenience. Note that the list is a guide.

Basic Experiences Checklist

(To be used by the tutor with the tutee)

Teacher_____ School _____ Grade____ Room No. ____

Tutor_____ Tutee_____

The checklist is to be used over the entire school year. Experiences are *not* listed in the order of importance. The child's need for basic experiences is the best guide for selection. The list is a guide to stimulate other ideas. Let the weather, holidays, and opportunities be the stimulus for when an activity should take place. Activities can be anticipated in advance and used for reinforcement or celebration for having completed a desired goal.

Don t take any experience for granted. Find out whether the child has had the experience. Be sensitive in the approach so as not to cause a child to feel deprived. Involve yourself in the approach. For example, say, "You know now that spring is here, I wish I could go to an apple orchard. I'd love to pick an apple straight from the tree. How would you like to try it?"

Circle the number if the child is thoroughly familiar with the experience. Write the date if you carry out the experience together.

___ 1. Talk on a telephone.
___ 2. Dial a telephone number.
___ 3. Look up a telephone number.
___ 4. Watch television.
___ 5. Listen to a radio.
___ 6. Water a plant.
___ 7. Adjust a window shade.
___ 8. Hammer.
___ 9. Look up a word in a dictionary.
___ 10. Hang a picture.
___ 11. Visit a public library.

12. Shop in a grocery store.
13. Look at a magazine.
14. Look at a comic book.
15. Have the funny paper read aloud.
16. Tie a shoe.
17. Polish a shoe.
18. Wrap a gift.
19. Finger-paint.
20. Look at a cow, horse, pig, etc.
21. Thread a needle.
22. Sew on a button.
23. Visit a post office.
24. Mail a letter.
25. Use a stamp vending machine.
26. Go through a revolving door.
27. Ride in an elevator.
28. Put air in a tire.
29. Hold a pet puppy or kitten.
30. Look at a baby animal.
31. Look at a traffic light.
32. Use a typewriter.
33. Look at a Xerox machine work.
34. Hear a band play.
35. Pick flowers, fruit, etc.
36. Visit a police station.
37. Visit a radio station.
38. Visit a fire station.
39. Visit a garage.
40. Visit an ice house.
41. Visit a factory.
42. See a bird's nest.
43. Plant a seed.
44. Visit a restaurant.
45. Visit a newspaper office.
46. Eat soup, etc.
47. Visit a feed store.
48. Visit a hardware store.
49. Visit a pet shop.
50. Look at a piano.
51. Play a piano.
52. Look inside a piano.
53. Fly a kite.
54. Take a picture.

The Experience Story

An activity which is closely related to providing a basic experience, but actually is more sophisticated is the experience story. The experience story is one that the tutee makes up. The motivation for the dictating of the story is the carrying out of some

activity by the tutor and tutee because it has significance for the tutee. For example, if the tutee has an affinity for trucks, he or she might choose to visit a vehicle repair shop and observe the changing of a large truck tire. The child might have the opportunity to assist in the operation by holding some of the tools or by sitting in the cab of the truck and holding the wheel.

After the experience, the tutor and the tutee can discuss the various aspects of the activity, giving the child time to assimilate it and enjoy thinking about it. Next, the tutor gives the child the opportunity to write a story about the trip. Some children prefer to write it out with the tutor's help and others prefer to dictate it and some prefer not to do either. In which case, let the matter stand. Many an experience has been ruined by trying to squeeze too much meaning out of it which spoils it for the child.

However, this activity proved to be one of the most popular activities of tutees and tutors. Some volunteers varied the experience by taking a camera and teaching the tutee to take pictures. Other children enjoy illustrating their own stories with original drawings. But most importantly, the children like to read what they have written. The tutor can combine a collection of experience stories into the child's own book which gives a great sense of accomplishment. Together the tutor and tutee can make a list of the vocabulary words used in the stories.

Psychology of Volunteers

One of the most important aspects of working with Upswing volunteers is to understand their psychological make-up. Volunteers more than anything else want to do things. They don't want to read about problems dealing with children who can't read or who are afraid to talk in school; they want to observe the children in their rooms and actually work with them. They are highly motivated to help children and help teachers to better relate to children. From the two-year pilot study of working with approxi-

mately 600 volunteers, it was learned that volunteers want and need quick support once they begin tutoring. The greatest time of insecurity usually occurs soon after tutoring begins. At this stage it is important that the volunteer coordinator and staff be available for sessions in which a volunteer can talk over problems.

Pitfall

Don't push the volunteers. If volunteers are given too many requirements and responsibilities, they are often driven away from tutoring. If the person volunteering wanted a full-time job, she would seek one. The fact that she is a volunteer suggests that she does not want the same kind of pressure exerted in full-time employment. The volunteer wants to have freedom and flexibility. Acceptance of this fact by the staff eliminates many problems and creates a better relationship between the volunteer coordinator and volunteers. The volunteers need far greater freedom than is usually found in the business world, but this does not mean that the volunteers are not committed and dedicated to their tasks. Volunteers are highly self-motivated or they would not be volunteering. Volunteers want opportunities which will enable them to be genuinely helpful to a child. They do not want to waste their time, but to use it to the maximum benefit of the tutee. Therefore, "pushing" is not needed, rather enabling.

The light touch

The guides to tutoring should be administered with a light touch. To be overly serious creates an "uptight" attitude which destroys some of the charm and special talent of the volunteer. The teacher usually feels duty-bound to succeed with the child which, in turn, may create a slight tension. On the other hand, the lighter touch of the volunteer may be the key to a relaxed attitude which enables a child to learn.

How to work with teachers

Most volunteers have indicated that they want to instruct a child in the manner which the teacher prefers. The security which is fostered through a cooperative

working relationship with the teacher and the volunteer is dependent upon the teacher's sharing ideas, materials, and suggestions with the tutor.

Realistic expectations and support

Volunteers need realistic expectations concerning the progress of the children with whom they work. The volunteers should be counseled not to expect miracles, but to feel at ease and to have a happy learning experience. The trusting relationship which Upswing advocates for its tutor-tutee relationship is best described by Paul Tillich's words which say in effect, "You are accepted."[1] Not only does the tutee constantly have to be reminded by attitude and deed that he or she is accepted, but the volunteers need to be reminded by the teacher's attitude and actions that they as volunteers are accepted. The desired understanding is that both the tutor and the tutee are accepted whether or not they succeeded in academic expectations, which are usually self-imposed. Therefore, in teacher training the volunteer coordinator should strive to convey the idea of the importance of continuous support for the volunteer from the teacher. The Upswing staff must, in turn, provide support for the teachers and the volunteers.

Proper perspective needed

The volunteer often may become discouraged over the lack of progress perceived in the tutee. The Upswing staff should counsel the tutors in such a manner that they can learn to count progress in an exact manner. For example, if a child reads four words from a list of 15 words on Monday and on Wednesday can read five words, then progress can be counted. If, for example, a child can make three letters of the alphabet at the beginning of the school year and three weeks later can make 17 letters, progress can be charted. Progress, no matter how small, can be counted, measured, and charted. Further, volunteers need to be taught to see the

[1] Paul Tillich, *The Shaking of the Foundations*, (New York: Charles Scribner's Sons, 1953), pp. 153-163.

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individual aspects of a problem with which they are working. For example, in a sophisticated prescriptive diagnosis which a specialist may prepare for a child, the volunteer may be working on one small segment of the child's overall needs, such as improving oral language. The volunteer may become discouraged and think that she is not teaching the child to read. But at this stage of the child's progress, it may be that the most that can be expected is that the child overcome certain language problems in preparation for learning to read. The significant idea is to keep the child's overall picture in mind, looking at the one specific phase of development with which the volunteer is working as contributing to the development of the whole person.

The privilege of saying no

Although most teachers are more than eager to have volunteers, occasionally a teacher prefers not to work with a volunteer. In this case, do not force a teacher to work with volunteers. Teachers should have freedom to say whether or not they want to work with volunteers. Some volunteers did get negative responses from the teachers with whom they worked and they were frustrated and sometimes hurt over this response but the volunteer has to be taught to understand that each teacher is different and that each teacher's response will be based on the teacher's individual maturity and training. Not only is the light touch encouraged, but also a sense of humor and a sense of tolerance.

The Volunteer's Serendipity Epilogue

For many a child who received the understanding and warmth of a volunteer tutor's attention, Meredith Wilson's lyrics describe what happened as a result of the tutorial relationship:

There were bells on the hill,
but I never heard them ringing,
No, I never heard them at all
Till there was you.

* * *

There was love all around
but I never heard it singing,
No, I never heard it at all,
Till there was you.[2]

The "you" was the volunteer, the enabler, who served as a personal facilitator to turn on the possibilities of the wonderful music of feeling, of learning, of self-actualizing for the child. And for many a volunteer a surprising phenomenon occurred: the volunteer encountered serendipity – the faculty of finding valuable things not sought for.

Another lyricist, Oscar Hammerstein II, has asked the question:

How do you catch a cloud and pin it down?
How do you hold a moonbeam in your hand?[3]

And to paraphrase:

How 'o you catch a relationship and pin it down?
How do you hold the budding tips of self-esteem in your hand?

[2] Meredith Wilson, "Till There was You," in *The Music Man* (New York: Frank Music Corp. and Rinimer Corp., 1950, 1957, 1958).

[3] Richard Rodgers and Oscar Hammerstein II, "Maria," in *The Sound of Music* (Williamson Music, Inc., owner of allied rights for the Western Hemisphere, 1959).

The answer is "you don't," but wouldn't it be marvelous if more schools throughout the country said a reverberating "yes" to all types of volunteer programs!

What if the schools through their administrators said a truly dynamic "open sesame" to the possibilities of volunteers and opened wide their doors to community involvement through willing volunteers? What if a volunteer program for first-grade children was enacted and a program for every other grade in the school? What if volunteers were recruited from every walk of life who have special abilities and interests to assist children build on their strengths and natural enthusiasm? If the doors were opened, many more students would know the incomparable joy of hearing "bells ringing" and "love singing" and many more volunteers would encounter serendipity.

Bibliography

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The following list is recommended for the volunteer coordinator and staff to use in the teachers' and volunteer tutors' preparational phase and as resource material for volunteers:

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II. Organizations

National Center for Voluntary Action
1625 Massachusetts Avenue, N.W.
Washington, D.C. 20036
(202) 797-7800

Since 1969, the Clearinghouse has collected, analyzed and distributed information on various aspects of volunteering and programs involving volunteers – learning WHO is doing WHAT for WHOM, WHERE across the nation. The search for information and the collection of material is continuous, with new facts and insights accumulating constantly. The Clearinghouse makes this information available in the following ways:

I. PROGRAM DESCRIPTIONS

Information on thousands of volunteer programs – covering a wide range of social service fields – has been received by the Clearinghouse. The one-page registration form includes the name, address and telephone number of a person to contact for further information.

II. GREEN SHEETS

The Clearinghouse prepares listings of organizations that are willing to provide technical and other assistance to volunteer groups; e.g., the National Council on Aging. It also prepares annotated bibliographies of pamphlets and other publications, free or at nominal cost, that relate to the development of volunteer programs. These listings, in many areas of specialization, are known as *Green Sheets.*

III. PORTFOLIOS

In a number of areas, the Clearinghouse has assembled basic portfolios on specific aspects of volunteering or volunteer program-

ming; i.e., Drug Education and Rehabilitation Programs and the Volunteer . . . Volunteers in Preschool, Day Care and After School Programs. Most of the portfolios contain samples of Clearinghouse Program Descriptions and Green Sheets (described above) as well as related materials. Some document the operation of a single volunteer program. In the area of training volunteer administrators and volunteers, portfolios supply short summaries of past and future college-related and community-initiated training events. Another is in notebook format, discussing volunteer recognition practices and theory. Additional portfolios will be developed.

IV. OTHER NCVA PUBLICATIONS

The National Center for Voluntary Action publishes a newsletter and a number of brochures and booklets. A description of each follows:

A. *VOLUNTARY ACTION NEWS* – monthly publication providing news on volunteerism at all levels – national, state, local – with views from all sectors of the community through guest columns, information on programs, book reviews, etc., free

B. *STARTING A VOLUNTARY ACTION CENTER* – how-to manual for communities wishing to start Voluntary Action Centers, 16 pp, single copy free, additional copies 25 cents each

C. *HELPING THE VOLUNTEER GET STARTED: THE ROLE OF THE VOLUNTEER CENTER* – an operational manual to assist newly established volunteer centers with the placement of individuals and groups in community organization, second printing, 90 pp, $1 (second printing not under Federal grant; charge covers printing and handling cost only)

D. *RESPONSIBILITIES AND RIGHTS IN VOLUNTEER RELATIONSHIPS* – reprint from "Helping the Volunteer Get Started . . ." (described above) outlining rights and responsibilities of all parties to the relationship – the agency, the volunteer, the client, 8-panel foldout, first five copies free, additional 4 cents each

E. *EVERYONE CAN HELP SOMEONE . . .*

recruitment brochure describing volunteer opportunities in various areas of concern, e.g., consumer services, recreation, employment; suitable for handout or posting purposes, 12-panel foldout, $40/thousand or 4 cents each (small orders accepted)

F. *WANTED: SENIOR VOLUNTEERS* – listing of volunteer ideas especially suited to the experienced older volunteer, 4-panel foldout, $30/thousand or 3 cents each (small orders accepted)

G. *LOOKING INTO VOLUNTEERING?* – suggestions and resources for high school-age youth seeking volunteer experience, 6-panel foldout, $25/thousand or 2½ cents each (small orders accepted)

H. *CLEARINGHOUSE GREEN SHEETS* – Subject-order lists of resource groups and of publications directly and indirectly related to volunteering; sheets in individual subject areas, free; total publication, 206 pp, single copy free, additional copies $2 each

I. *CLEARINGHOUSE MINI-PORTFOLIO* – description of the services and materials provided by the Center's Clearinghouse, including one-page samples of program descriptions and reference listings (Green Sheets); also annotated listings of Center publications, 8 pp looseleaf, free

J. *"GIVE ME ALL THE INFORMATION ABOUT TRAINING . . ."* – reprint from Voluntary Action News describing NCVA Clearinghouse efforts to provide information for the various phases of volunteer training, 5 pp, free

K. *VOLUNTEERS HELP YOUTH* – booklet discussing the many ways volunteers can aid in preventing juvenile delinquency or helping the youngster in trouble, 53 pp, free

L. *ENVIRONMENTAL VOLUNTEERS IN AMERICA* – a summary of a thorough study of environmental organizations and volunteers in the environmental movement, 70 pp, $1 (covers printing and handling costs only)

M. *A NATION OF VOLUNTEERS* – brochure describing the goals and functions of the National Center for Voluntary Action,

8-panel foldout, free
(NOTE: Please include a self-addressed mailing label when requesting material.)

National School Volunteer Program, Inc.
450 North Grand Avenue
Los Angeles, California 90051
(213) 687-4194

The National School Volunteer Program, Inc., is a professional organization for the Directors and Coordinators of School Volunteer Programs across the country. N.S.V.P. produces a Directory of school volunteer programs, directors, and addresses and VAST, a newsletter.

Goals

To explore and encourage the use of volunteer services in the school for the benefit of all children
To disseminate information about programs and materials to member organizations
To assist with the equalization of opportunity for all citizens to give service in school volunteer programs
To arrange for an annual conference bringing together all persons responsible for the direction, coordination or supervision of school volunteer programs for the exchange of ideas and discussions of common concern

The National Student Volunteer Program
Volunteers in Service to America
ACTION
806 Connecticut Avenue, N.W.
Washington, D.C. 20525

N.S.V.P. ACTION also publishes a magazine called *Synergist* three times each year.